

Third Grade Writing Curriculum Overview

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **10 months**
Status: **Published**

Statement of Purpose and Table of Contents

This course is designed for third-grade students to continue to grow and strengthen their writing skills. This curriculum guide is designed to support students in developing a strong foundation for writing multiple types of genres through the New Jersey Student Learning Standards. In each unit, students will explore different aspects of writing, building their skills and stamina. Students will have the opportunity to write and draw in a variety of ways across the year. Students will learn from one another and make progress toward the writing they see in the world from books to digital media. A classroom environment will be established in which students are confident, self-determined, and kind and in which every person's identity is valued. Students will learn how to show respect to one another. They will learn to keep supplies in order, help others, use the appropriate voice level for an activity, and problem-solve independently. In addition to creating a peaceful atmosphere, the physical space will provide the best learning support. Students will be exposed to different genres, forms, and modes of writing that broaden their vision of what writing can be. Mentor texts will help students understand the characteristics of different genres and how to use that knowledge when they write. Students will learn to make picture books, write poems, write letters, and think about different writing forms. Students will expand their understanding about print, illustrations and text structure. Writers will choose the length of their writing, their topic, and their choice. They will keep their audience in mind when choosing a topic to write about. Writers will make choices about where to place things on the page, how to punctuate the sentence, and whether to publish the writing.

Table of Contents:

Unit 1: The Role of Writing in Literacy Learning

Unit 2: What Is a Writing Minilesson?

Unit 3: Minilessons for Building a Community: Management

Unit 4: Minilessons For Studying Genres and Forms of Writing

Unit 5: Minilessons for the Study of Craft, Conventions, and Writing Process

Unit 1: The Role of Writing in Literacy Learning

Content Area: **Language Arts**
Course(s):
Time Period: **1st Trimester**
Length: **Two months**
Status: **Published**

Summary of the Unit

Students will have the opportunity to write and draw in a variety of ways across the year. In this unit, students will learn from one another and make progress toward the writing they see in the world from books to digital media. Some students will be busy sketching, observing, and writing in their writer's notebook. Others will be writing how-to books, making poetry books, and writing about favorite memories. Students in third grade are learning to be part of a community of talkers, artists, readers, and writers. The classroom will be filled with tools to create various writing examples and set students up for success when exploring how to create writing pieces.

Enduring Understandings

- Successful writers build community through oral storytelling.
- Successful writers work together in the classroom.
- Successful writers establish independent writing.
- Successful writers use a variety of tools for a successful piece of literature.

Essential Questions

- How will I show respect to my classmates?
- What type of writing will I produce?
- How can I mimic an author and illustrator?
- Where will I get my ideas from to create a piece of writing?
- What piece of writing will I choose to publish?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal notes

Resources

- Fountas and Pinnell Writing Minilessons Book, Grade 3
- Online resources available on the F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic Selection/Time Frame	General Objectives	Instructional Activities	Benchmark Assessments and Resources
<p>Building Community Through Oral Storytelling</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Learn about classmates through interviewing. • Get to know classmates through the stories they tell. 	<p>MGT.U1.WML1- Get to know your classmates. (Pages 102 – 103)</p> <ul style="list-style-type: none"> • Share information about yourself (as appropriate for the classroom.) • Guide students to think about questions they could ask to learn this information. • Support the conversation as needed. <p>MGT.U1.WML2-Tell a story about something from your "Me Box". (Pages 104-105)</p> <ul style="list-style-type: none"> • Before teaching this lesson, have students prepare a "Me Box" filled with meaningful objects. Make a "Me Box" for yourself as well. • Choose an item from your "Me 	<p>Throughout these lessons, students might turn and talk about the following ideas. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • getting to know each other • getting ideas inspired by objects from the "Me Boxes" • getting ideas for stories using their names or someone else's names • getting ideas for stories that are inspired by books • getting ideas about people and places they know <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • having students find three interesting facts about a person they admire

		<p>Box". Tell a few personal stories about the item.</p> <ul style="list-style-type: none"> • Write your idea on the chart paper. <p>MGT.U1.WML3-Tell a story about your name. (Pages 106 – 107)</p> <ul style="list-style-type: none"> • Reread pages 5-6 in IRA Under the Moon. • Support a conversation about the names. • Make a three-column chart with your name in the left column, where your name might come from in the middle column, and a story idea in the right column. <p>MGT.U1.WML4-Tell a story inspired by a book. (Pages 108 – 109)</p> <ul style="list-style-type: none"> • Display IRA <i>Last Day Blues</i>. Describe how the book gives you an idea for a story. • Start a list of story ideas that are inspired by books and add ideas. • Support the conversation, revisiting parts of the book as needed to help generate ideas. <p>MGT.U1.WML5-Tell stories about people and places you don't want to</p>	<ul style="list-style-type: none"> • having students add more ideas to their story • having students add to their lists that they started in WML 2 • having students choose to tell a story
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		<p>forget. (Pages 110 – 111)</p> <ul style="list-style-type: none"> • Show pages 3 – 6 of IRA <i>Under the Lemon Moon</i>. • Show pages 3 -6 of IRA <i>The Can Man</i>. • Guide students to notice that the authors probably got their ideas for writing from people and places that they knew and wanted to remember. • Use a personal experience to tell a brief story about a special person and place. 	
<p>Working Together in the Classroom</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Explore and define what it means to show respect to each other. • Learn to use an appropriate voice level. • Find ways to solve problems independently. • Learn to take good care of classroom materials by returning them to where they belong. • Develop guidelines for turn and talk. 	<p>MGT.U2.WML1 – Show respect to each other. (Pages 114-115)</p> <ul style="list-style-type: none"> • Briefly show and revisit IRA <i>Enemy Pie</i>. • Guide the conversation to help students understand that the boys became friends when they treated each other nicely and showed interest in each other. • Guide the students to think of words and actions that are kind and respectful. <p>MGT.U2.WML2 - Use an appropriate voice level. (Pages 116-117)</p> <ul style="list-style-type: none"> • Talk about the importance of sometimes using a soft voice and sometimes a loud 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • using words and actions in a positive way • using appropriate voice levels • solving problems • taking care of classroom materials • applying what they learned <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • summarizing why students should show respect to classmates • reminding students to pay attention to

		<p>voice.</p> <ul style="list-style-type: none"> • Begin a voice level chart that provides examples to show appropriate voice levels. • Add students' examples to the chart. <p>MGT.U2.WML3 – Find ways to solve problems when you need help. (Pages 118-119)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>The Can Man</i>. • Support a conversation to help students identify that Tim needed money to buy a skateboard, so he started to collect cans for recycling. In the end, he gives the money to Mr. Peters for a warm coat and Mr. Peters gives Tim a skateboard. • Engage students in a discussion of different problems that they might have and solutions they can try. <p>MGT.U2.WML4 – Return materials to where they belong. (Pages 120-121)</p> <ul style="list-style-type: none"> • Show pages 18 – 19 in IRA <i>Last Day Blues</i>. • Discuss how they are taking care of the classroom. • Have students 	<p>their voice levels as they work</p> <ul style="list-style-type: none"> • having students continue to work on an existing project • discussing how to show respect to others
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		<p>demonstrate getting and returning writing materials.</p> <ul style="list-style-type: none"> Record responses on chart paper. <p>MGT.U2.WML5 – Turn and talk to share your thinking. (Pages 122-123)</p> <ul style="list-style-type: none"> Ahead of time, decide on a transition signal that you will use each time to indicate that students should end turn and talk and return to the whole group conversation. Show the cover of a book you have recently read. Briefly model the turn and talk procedure, offering opinions about the writer’s craft. 	
<p>Introducing and Using a Writers Notebook</p> <p>4 Days</p>	<ul style="list-style-type: none"> Understand that a writer’s notebook is a special place to keep ideas about yourself and your world. Develop the routine of writing daily in a writer’s notebook for a short, predictable timeframe. Learn the organization of the writer’s notebook to help with collecting and organizing ideas. Keep the writer’s 	<p>WPS.U1.WML1 – Make your writer’s notebook your own. (Pages 478 – 479)</p> <ul style="list-style-type: none"> Display a new writer’s notebook. Model the excitement of opening it. Distribute the notebooks in a special way. Quietly open them together. Show the letter at the beginning of the notebook and read it aloud. <p>WPS.U1.WML2 – Write in your writer’s notebook for at least ten minutes a</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> making the front and back covers of their writer’s notebook writing in the notebook daily the writer’s notebook guidelines and the rationales for them how they would like to write in their notebook

	<p>notebook organized so it can be used efficiently.</p>	<p>day. (Pages 480 – 481)</p> <ul style="list-style-type: none"> • Set a timer for ten minutes and remind students to write for the entire time. <p>WPS.U1.WML3 – Collect your thinking in your writer’s notebook. (Pages 482 – 483)</p> <ul style="list-style-type: none"> • Draw students’ attention to the tabs at the top of the writer’s notebook. • Use their responses to write a summary in the first column of the chart. • Continue with the three remaining sections (Inspiration from Artists and Writers, Becoming an Expert, More Writing and Sketching). <p>WPS.U1.WML4 – Keep your writer’s notebook organized. (Pages 484 – 485)</p> <ul style="list-style-type: none"> • Each student will need a writer’s notebook. • Continue building guidelines using the questions on page 484. • Record responses on chart paper. 	<p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • decorating their notebook • write for at least ten minutes • use their notebooks to gather ideas • keeping their notebooks organized • keep building their notebooks in a variety of ways
<p>Writer’s Notebook: Getting Ideas from Your Life</p>	<ul style="list-style-type: none"> • Use a writer’s notebook to record important pieces of one’s identity in a heart map to inspire writing 	<p>WPS.U2.WML1 – Make a heart map to discover what is important in your life. (Pages 490 - 491)</p> <ul style="list-style-type: none"> • Display a heart map. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative</p>

<p>2 Days</p>	<p>ideas.</p> <ul style="list-style-type: none"> • Create maps of special places to generate ideas for writing. 	<ul style="list-style-type: none"> • Add a few authentic elements about yourself to the heart map. • Talk about how the words inspire you to think about writing and sketching. <p>WPS.U2.WML2 – Use maps to get ideas. (Pages 492 -493)</p> <ul style="list-style-type: none"> • Revisit the first few pages of the IRA <i>Mooncakes</i>. • Display your hand-drawn map of a special place. Label the map with stories you remember that happened in a few places on the map. • Have students turn to a clean page in section one of their writer’s notebook and draw a map of a special place. • Provide a few minutes to do this and ask volunteers to share. 	<p>assessment.</p> <ul style="list-style-type: none"> • adding a heart map in their notebooks • jot down ideas for stories that relate to an idea on their map <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • add authentic ideas about themselves to a heart map • continue working on their maps
<p>Making Picture Books</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Notice and name characteristics of picture books. • Make decisions about what text and illustrations to put on each page. • Make decisions about how to communicate information and ideas in pictures and words. • Make decisions 	<p>GEN.U12.WML1 – Notice the qualities of picture books you love. (Pages 266 – 267)</p> <ul style="list-style-type: none"> • Display familiar books, such as IRAs <i>Enemy Pie</i> and <i>Mooncakes</i>. Display the pages to prompt discussion. Guide conversation to help the students notice 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • the qualities of a nonfiction picture book, such as IRA <i>Ape</i> • the steps they would use to plan the pages of a

	<p>about where to place the pictures and words on the page in picture books.</p>	<p>characteristics of picture books.</p> <ul style="list-style-type: none"> • Write student’s observations on chart paper. Use some prompts to keep the discussion moving. • Repeat this process with a nonfiction picture book, such as <i>IRA And So They Build</i>. <p>GEN.U12.WML2 – Plan what to put on each page. (Pages 268 – 269)</p> <ul style="list-style-type: none"> • Display <i>IRA Sitti’s Secrets</i>, and briefly review the story. • Write the heading "Planning a Narrative Book" on chart paper, and under it write each step to the chart. • Remind students that if they have a lot to write about, they may use or add another page. <p>GEN.U12.WML3 – Make decisions about what you will say with words and show pictures. (Pages 270 – 271)</p> <ul style="list-style-type: none"> • Show and read aloud pages 7 -8 of <i>IRA Mooncakes</i>. Guide the conversation to help students recognize that authors and illustrators make decisions about how to share ideas. • Repeat this process with a nonfiction 	<p>nonfiction picture book</p> <ul style="list-style-type: none"> • a story or informational text they are writing and illustrating • the book they are writing <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • students making many types of picture books • planning for what goes on each page of their books • make decisions about what to say with words and show pictures • make decisions about where to place words and pictures on each page of their book
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		<p>text such as <i>IRA I Love Guinea Pigs</i>.</p> <ul style="list-style-type: none"> • Add generative questions to the prepared chart. <p>GEN.U12.WML4 – Choose where to place the pictures and words. (Pages 272 – 273)</p> <ul style="list-style-type: none"> • Show and read aloud pages 1 and 10 in <i>IRA I Love Guinea Pigs</i>. • Have students share their ideas. Tape the prepared examples to the chart and label them. • Repeat this process with a fiction book, such as pages 1 -2 in <i>Sitti’s Secret</i>, taping the example to the chart. 	
<p>Establishing Independent Writing</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Learn guidelines for what to do during independent writing time. • Learn to find, use, and return writing tools during independent writing. • Learn that writers choose the kind of paper to suit the writing they will do. • Understand that writers find it helpful to talk about their writing with 	<p>MGT.U3.WML1 – Learn the guidelines for independent writing. (Pages 126 -127)</p> <ul style="list-style-type: none"> • Guide students in a demonstration and discussion for independent writing. • Invite students to come forward and get started. • On chart paper, make a list of guidelines for independent writing. <p>MGT.U3.WML2 – Use writing tools to help with your writing. (Pages 128 – 129)</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • guidelines for independent writing • summarizing learning with a partner • choosing paper for their writing projects • what they notice <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • following the

	<p>other people.</p>	<ul style="list-style-type: none"> • Gather your writing tools. • Engage students in a discussion about what each item can be used for. • Show students the contents of your personal literacy box. <p>MGT.U3.WML3 – Choose the paper for your writing. (Pages 130-131)</p> <ul style="list-style-type: none"> • Display students’ writing on different kinds of paper. • Use the paper samples on the chart along with prompts to help students think about using different kinds of paper. • Explain that sometimes it is useful to use draft paper before choosing a specific type of paper. <p>MGT.U3.WML4 – Confer with your teacher or other writers about your writing. (Pages 132-133)</p> <ul style="list-style-type: none"> • Sit with a prepared student in front of the class. • Engage students in a discussion. Model some of the language you might use to provide feedback to the writers in the classroom. 	<p>guidelines for independent writing</p> <ul style="list-style-type: none"> • using writing tools to help with their writing • think about what kind of paper to use in their writing • talking about writing helps them grow as writers
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<p>Drawing People</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Understand that it's helpful to use shapes to draw people in different positions. • Learn to use perspective to draw people into a setting. • Understand that illustrators use color to capture what people look like in real life. • Draw characters' faces and bodies to reflect how the characters are feeling. 	<p>CFT.U12.WML1 – Use shapes to draw people. (Pages 402-403)</p> <ul style="list-style-type: none"> • Draw student's attention to pages 3 -4 in the IRA <i>Sitti's Secrets</i>. • Use your finger to point out how the body can be broken down into circles, ovals, rectangles, and angles. • Use IRA <i>The Can Man</i> and talk about pages 5 -6 to help students see the shapes and angles that make up the character's body in the illustration. <p>CFT.U12.WML2 – Draw people in a setting. (Pages 404-405)</p> <ul style="list-style-type: none"> • Show pages 3 -4 in IRA <i>Sitti's Secrets</i>. Discuss if she is inside or outside. • Record observations on chart paper. • Ask students to share their thinking. <p>CFT.U12.WML3 – Use color to capture the way people really look. (Pages 406-407)</p> <ul style="list-style-type: none"> • Show the illustrations on page 19 of IRA <i>In My Momma's Kitchen</i>. • Support the conversation about the illustrator's choice of color in skin tone, hair, and 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • how do use shapes to sketch people • drawing people in a setting • colors they would use for illustrations • feelings are shown in illustrations <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • reminding students to use shapes to help them draw people • think about the background when they draw to help establish the setting • think about using colors that represent how the people really look • add detail to show how a person feels in their own illustrations
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		<p>clothing.</p> <ul style="list-style-type: none"> • Show IRA <i>The Can Man</i> and discuss the illustrations on pages 11 – 12 and 17 -1 8. Guide the conversation to help students notice that the illustrator thought about the color of each individual. <p>CFT.U12.WML4 – Add details that show how a person looks. (Pages 408-409)</p> <ul style="list-style-type: none"> • Show IRA <i>Enemy Pie</i> and read the title. Show pages 1 -2 and record students’ responses on chart paper. • Ask the students what they notice about the characters wearing the red uniforms. • Discuss facial expressions. • Continue with pages 7 -8 of IRA <i>Mooncakes</i>. 	
<p>Adding Meaning Through Illustrations</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Understand the details in an illustration can explain more than what the words say. • Add colors to drawings to convey a certain tone or feeling in the pictures. • Add motion or sound lines to show something moving or making noise in 	<p>CFT.U13.WML1 – Use illustrations to show more than what the words say. (Pages 412 – 413)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>Last Day Blues</i> and read the title. Show and read page 2. • Discuss what the illustration shows that is not said in the words. • Add responses to 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • illustrations that show more than what the words say • how they might use color to create a feeling • using motion or sound lines in their

	<p>a picture.</p> <ul style="list-style-type: none"> • Use different techniques to draw the reader's attention to what is important. • Draw details in the pictures to reveal the time of day and of the year. 	<p>the chart paper.</p> <p>CFT.U13.WML2 – Use colors to create a feeling. (Pages 414 – 415)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>Last Day Blues</i>. Then show pages 4 -5 and 26-27. • Discuss the colors of the illustrations. • Repeat the process with pages 14 and pages 22 – 23. • Next, discuss how the color choices are different in the IRAs <i>Last Day Blues</i> and <i>Mooncakes</i>. <p>CFT.U13.WML3 – Draw motion or sound lines to show something moving or making noise. (Pages 416 – 417)</p> <ul style="list-style-type: none"> • Show the cover of Shared Reading text <i>Marissa Margolis</i> and Shared Reading text <i>Pet Sitter</i>. Also, show page 5 of <i>Pet Sitter</i>. • Discuss the illustrations of the chicken. • Add students' observations to the chart. Invite a student to add one of the sticky notes labeled "Sound Lines". <p>CFT.U13.WML4 – Draw your picture so the reader knows what is important. (Pages 418 –</p>	<p>illustrations</p> <ul style="list-style-type: none"> • how an illustrator shows what is important • showing the time of day or season in their illustrations <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • reminding the students to show details in their illustrations that show more than what the words say • think carefully about the colors they choose • use sound and motion lines in the illustrations • think about using different techniques in their illustrations • add details that show the time of day and season
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		<p>419)</p> <ul style="list-style-type: none"> • Show IRA <i>Under the Lemon Moon</i>. Then show pages 5-6. • Discuss how the illustrator drew the lemon tree. • Record students' thinking on chart paper. Repeat this process by showing several of the pages in IRA <i>Mooncakes</i> that depict the family sitting close together. <p>CFT.U13.WML5 – Use light to show the time of day and details to show the season. (Pages 420 – 421)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>Under the Lemon Moon</i> and read the title. Then show pages 3-4. • Discuss how the illustrator used light in the picture and record responses on chart paper. • Repeat this process with pages 5-6. • Repeat the process with pages 14 and 17 of IRA <i>In My Momma's Kitchen</i>. • Guide the students to think about the details that tell the season. 	
<p>Reading Like a Writer and Illustrator</p>	<ul style="list-style-type: none"> • Study familiar books and notice crafting decisions writers 	<p>CFT.U1.WML1-Notice the decisions writers make. (pages 306-307)</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the</p>

<p>3 Days</p>	<p>make.</p> <ul style="list-style-type: none"> • Study illustrations from familiar books and notice the craft decisions illustrators make. • Learn about writing from writer talks. 	<ul style="list-style-type: none"> • Show IRA <i>Enemy Pie</i> and read the first page. • Discuss how the author wrote the sentences. • Record on chart paper. • Think aloud about how using shorter sentences draws attention to an idea. <p>CFT.U1.WML2-Notice the decisions illustrators make. (pages 308-309)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>Storm in the Night</i>. Read the title and show the illustrations on pages 1 -2. • Ask why the illustrator decided to illustrate the boy and his grandfather with a focus on their faces. • Repeat this process with pages 13-14. • Add responses to the chart. <p>CFT.U1.WML3-Learn from authors through writer talks. (pages 310-311)</p> <ul style="list-style-type: none"> • Give a short writer talk prepared on chart paper. Include quotes; samples from online resources. • Records students' responses on chart paper. • Give another writer talk and add responses on the 	<p>students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • share their thinking after reading IRA <i>Under the Lemon Moon</i> • share their thinking after reading IRA <i>Mooncakes</i> • discuss the importance of writer's talks <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • look for decisions authors made • look for decisions illustrators made • use writers' talks to help with writing
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		chart.	
Adding Book and Print Features 2 Days	<ul style="list-style-type: none"> • Write a title for your book. • Write an author page to share information about yourself. 	<p>WPS.U10.WML1-Choose a title for your book. (Pages 586-587)</p> <ul style="list-style-type: none"> • Display the covers of several familiar books. Discuss how the students know the title of the book. • Display the covers of IRAs <i>Saturdays and Teacakes</i> and <i>And So They Build</i> and discuss how the authors decided on the title for their books. <p>WPS.U10.WML2-Make an author page. (Pages 588-580)</p> <ul style="list-style-type: none"> • Engage students in a discussion about the information that authors share about themselves. • Continue similarly with IRA <i>Grandma's Records</i> and IRA <i>Sitti's Secrets</i>. • Guide students to understand that the author's experience visiting her grandmother was meaningful to her and inspired her to write <i>Sitti's Secrets</i>. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • create a title • creating their own author page <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • creating a title for their book • thinking about what they would write about themselves
Publishing and Self-Assessing Your Writing 2 Days	<ul style="list-style-type: none"> • Select a piece to publish for an audience. • Determine the form for publishing writing and 	<p>WPS.U11.WML1-Choose a piece you want to publish. (Pages 596-597).</p> <ul style="list-style-type: none"> • Show the draft and the published book side by side. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p>

	<p>preparing writing for publishing.</p>	<ul style="list-style-type: none"> • Discuss the differences between the two. • Display the draft again. Discuss why it was important to the writer to publish this particular piece of writing. • Record students' responses on chart paper. <p>WPS.U11.WML2- Publish your writing. (Pages 598-599)</p> <ul style="list-style-type: none"> • Show students a piece of published writing by you or a student, and discuss how it was prepared for publication. • Display and discuss a few other pieces of writing that have been published in different ways. • On chart paper, record different ways of publishing a piece of writing. 	<ul style="list-style-type: none"> • choosing a piece of writing to publish • how to publish their writing <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • having students choose a piece of writing to publish • decide how they want to publish their writing and how to prepare it to be published
<p>Introducing the Writing Folder</p> <p>3 Days</p>	<ul style="list-style-type: none"> • Learn how to keep track of finished writing to reflect on progress across the year. • Reflect on what has been learned as a writer and illustrator throughout the year. • Make writing goals to stretch and grow as a writer and 	<p>MGT.U4.WML1-Keep a list of your finished writing projects. (Pages 136-137)</p> <ul style="list-style-type: none"> • Prepare a copy of the online resource "Genres and Forms at a Glance" and "My Writing Projects" and fasten a copy in students' writing folders. • Have students turn to the "My Writing Projects" sheet and 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • finished writing projects they could record • what they learned from their most recent piece of writing

	<p>illustrator.</p>	<p>have them think about what they will put on the sheet.</p> <ul style="list-style-type: none"> • Add the numeral 1 to the chart and fill in the title across the columns. • Fill in the date you complete your writing. <p>MGT.U4.WML2-Write what you have learned how to do as a writer and an illustrator. (Pages 138-139)</p> <ul style="list-style-type: none"> • Prepare a copy of the online resource "What I Have Learned How To Do As A Writer and Illustrator" and fasten it in students' writing folders. • Have students turn to "What I Have Learned How To Do As A Writer and Illustrator" sheet and have them think about what they will write about. • Model how you will fill in the resource. • Record students' responses on chart paper. <p>MGT.U4.WML3-Write your goals as a writer. (Pages 139-140)</p> <ul style="list-style-type: none"> • Prepare a copy of the online resource "My Writing Goals" and fasten it in students' writing folders. 	<ul style="list-style-type: none"> • their writing goals <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • recording their finished projects on the "My Writing Projects" sheet in their writing folder • reminding students to reflect on what they have learned as a writer and an illustrator • thinking about and recording their writing goals
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		<ul style="list-style-type: none"> • Have students turn to "My Writing Goals" sheet and have them think about what goals they will write about. • Model how you will fill in the goal. • Record students' responses on chart paper. 	
<p>Writer's Notebook: Getting Ideas from Your Life</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Understand that making a web in a writer's notebook can inspire writing. • Use a writer's notebook to sketch and think about places to inspire writing. • Use a writer's notebook to sketch and think about people to inspire writing. • Use a writer's notebook to make a list of memories in order to inspire writing. 	<p>WPS.U2.Make a web to get ideas from your memories and experiences. (Pages 494-495)</p> <ul style="list-style-type: none"> • Model the process and engage students in creating a memory web. • Display the prepared web and fill in the center with a memory. • After a few things you remember, ask students to fill in their webs. • After a few minutes, ask students to share their ideas. <p>WPS.U2.WML4-Think about special places to get ideas. (Pages 496-497)</p> <ul style="list-style-type: none"> • Model sketching a place and engage students in thinking about special places. • Have students turn to a clean page in Section 1 of their writer's notebooks and provide time for sketching. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • begin another web in their notebook • use a special place as inspiration in their notebook • use a writer's notebook to write about a special person • make a new memory list in their notebook <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • continuing on their webs or starting writing from them • using places as inspiration for writing • write about a person • make a memory list in their notebook as inspiration for

		<ul style="list-style-type: none"> • Guide them to think about how they would write about the place. <p>WPS.U2.WML5-Think about people to get ideas. (Pages 498-499)</p> <ul style="list-style-type: none"> • Model the process and engage students in thinking about a variety of people. • Have students turn to a clean page in Section 1 of their writer’s notebook and give them time to begin sketching a special person in their lives. • After some time for sketching, ask several students to share what they sketched. <p>WPS.U2.WML6- Use lists to gather ideas from your life. (Pages 500-501)</p> <ul style="list-style-type: none"> • Model the process and engage students in thinking about their memories. • Have students turn to a clean page in Section 1 of their writer’s notebook and give them time to begin making a list of memories. • Ask students to share throughout the process so they can add ideas sparked by their classmates. 	writing
Writing	• Study mentor	GEN.U4.WML1- Notice	Throughout these lessons,

<p>Memory Stories</p> <p>5 Days</p>	<p>texts to notice the qualities of good memory stories and to learn how to craft them.</p> <ul style="list-style-type: none"> • Understand that writers often focus on a small moment or part of a memory that is meaningful to them in order to make their writing more powerful. • Understand that authors write the most details about the most important parts of their stories. • Understand that authors share their thoughts and feelings about their memories. • Write in a way that shows the importance of the story. 	<p>the qualities of good memory stories. (pages 180-181)</p> <ul style="list-style-type: none"> • Engage the students in studying good memory stories and identifying their qualities. • Show the cover of a memory story, such as <i>IRA Saturday and Teacakes</i>. • Record students' responses on chart paper, generalizing them as necessary. <p>GEN.U4.WML2- Choose a small moment or memory that is important to you. (pages 182-183)</p> <ul style="list-style-type: none"> • Use a familiar memory story to help students notice how authors of memory stories choose memories to write about. • Show the cover of <i>IRA My Rotten Redheaded Older Brother</i> and discuss what the author wrote about. • Read pages 21-25 and discuss why the author wrote about the time she fell off the carousel. • Read aloud your list of ideas for memory stories. Think aloud about how to focus at least one of your ideas. <p>GEN.U4.WML3-Write details about the most important moments in</p>	<p>students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • the qualities of memory stories • their own ideas for memory stories • their ideas for writing • how to show emotion in writing • the importance of memory writing <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • further discuss the importance of memory stories • choosing a small moment or memory to write about • remind students to add details to the most important moments in their stories • showing emotion in their writing
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the story. (pages 184-185)

- Show the cover of *IRA Saturdays and Teacakes* and read the title. Then read page 1.
- Read pages 10 – 13. Talk about how the author described the time before leaving the house.
- Coach students to understand that the author wrote in more detail to describe an important moment in the story.
- Record students' responses on chart paper.

GEN.U4.WML4-Share your thoughts and feelings about the memory or experience. (pages 186-187)

- Read page 1 and show illustrations of *Saturdays and Teacakes*.
- Discuss how the author feels about Saturdays.
- Read the last page in the book, and discuss the author's feelings about the memories with his grandmother.

GEN.U4.WML5-Tell why the story is important. (pages 188-189)

- Show the cover of *IRA Grandmother's*

		<p><i>Records</i> and read the title. Read pages 6 and pages 23-24.</p> <ul style="list-style-type: none"> • Discuss why the author decided to write about listening to music with his grandmother. • Record responses on chart paper. • Continue with IRA <i>My Rotten Redheaded Older Brother</i> & IRA <i>Saturday and Teacakes</i>. • Discuss why this was important for the author to write. 	
<p>Adding Dialogue to Writing 3 Days</p>	<ul style="list-style-type: none"> • Understand that dialogue adds meaning and interest to a story. • Understand how to use punctuation, capitalization, and speaker tags to show who is speaking in a story. • Understand that dialogue is often broken up with narration and action. 	<p>CFT.U4.WML1- Add dialogue to make your writing more interesting. (Pages 330 – 331)</p> <ul style="list-style-type: none"> • Use mentor text to engage students in an inquiry-based lesson on how authors use dialogue. • Show the cover of IRA <i>Last Day Blues</i> and read the title. • Display and read pages 1-2. Discuss how the students feel on the last day of school. • On chart paper, begin a list of how writers use dialogue. • Show the cover of IRA <i>The Can Man</i> and read the first paragraph of page 4. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • using speech and thought bubbles to show dialogue • how to use capitalization and punctuation in dialogue • discuss why authors break up dialogue with action <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • adding dialogue when they write fiction • make it clear who is speaking when

		<ul style="list-style-type: none"> • Discuss what the dialogue helps you to understand. • Record responses on chart paper. <p>CFT.U4.WML2- Make it clear who is speaking when you use dialogue. (Pages 332 – 333)</p> <ul style="list-style-type: none"> • Show the cover of <i>IRA Last Day Blues</i> and read the title. Read page 2 aloud. • Discuss how the author made it clear as to who is speaking. • Write an example on chart paper, and ask the students to highlight the speaker. • Show the cover of <i>IRA Under the Lemon Moon</i>, and read the title. Read page 9, and discuss who is speaking. • Help students understand that the speaker tag can come either before or after the dialogue. <p>CFT.U4.WML3 – Include action with dialogue in your writing. (Pages 334 – 335)</p> <ul style="list-style-type: none"> • Show the cover of <i>Enemy Pie</i> and read the title and page 6. • Discuss what the author does with the dialogue. • Show the same passage on the 	<p>they use dialogue</p> <ul style="list-style-type: none"> • include action with dialogue in their writing
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		<p>prepared chart paper and highlight the dialogue in blue and the action in yellow.</p>	
<p>Adding Information to Your Writing 3 Days</p>	<ul style="list-style-type: none"> • Learn to use a variety of tools for adding information to a piece of writing. • Learn to revise writing by adding adjectives, adverbs, or descriptive phrases. • Understand that authors add details to slow down the action in their stories to make the moment last. 	<p>WPS.U7.WML1 – Use different tools to add to your writing. (Pages 552-553)</p> <ul style="list-style-type: none"> • Use a piece of writing to demonstrate ways students can add to their writing. • Discuss how adding information is one way to revise your writing. • Write a description and an example of the tool on chart paper (e.g., spider leg or a caret). • Add to the tool chart. Continue to teach other tools for writing, i.e., sticky notes, and number items on a separate page. <p>WPS.U7.WML2 – Add describing words or phrases to help the reader picture the ideas. (Pages 554-555)</p> <ul style="list-style-type: none"> • Use a familiar mentor text to engage the students to notice descriptive language. • Show the cover of <i>IRA Saturdays and Teacakes</i> and read page 13, pausing frequently to draw students’ attention 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • how to add information to a page • adding descriptive language • how to slow down the most exciting or important part of their own story <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • using different tools to add to their writing • add descriptive language to their writing • add more details to slow down the most exciting or important parts

		<p>to the author’s use of descriptive language.</p> <ul style="list-style-type: none"> • Once they notice the use of descriptive language, guide them to understand how it can be used in their writing. <p>WPS.U7.WML3 – Add details to slow down the exciting or important part of the story. (Pages 556-557)</p> <ul style="list-style-type: none"> • Use a familiar text to engage the students to notice how authors slow down the most exciting or important part of a story. • Show the cover of IRA <i>Some Birthday!</i> . Read the title and pages 13-19. • Discuss how the author made you read several pages before finding out what was in the clay pit. • Help students understand that authors slow down and stretch the action to keep the reader engaged and wondering what will happen. • Continue in the same manner with pages 2-8 of IRA <i>Meteor!</i>. 	
Revising to Focus and	<ul style="list-style-type: none"> • Identify the important ideas 	WPS.U8.Take out information that does not	Throughout these lessons, students might turn and

<p>Organize Writing</p> <p>1 Day</p>	<p>and messages and take out information that does not add to them.</p>	<p>add to the important ideas or message. (page 564-565)</p> <ul style="list-style-type: none"> • Use a mentor text to help students notice that all the information on the page adds to the important ideas or message. • Show the cover of <i>IRA My Rotten Redheaded Older Brother</i> and read the title. • Discuss what the author learned about her older brother in this memory story. • Read pages 4-6 of the story and discuss what the pages are about. • Show a prepared text and read it aloud. Discuss what the most important idea or message on the page is. 	<p>talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • taking out information <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • remind students to take out information that does not add to the important ideas or message
<p>Publishing and Self-Assessing Your Writing</p> <p>1-3 Days</p>	<ul style="list-style-type: none"> • Use a self-assessment tool to reflect on areas of strength and determine goals for writing. 	<p>WPS.U11.WML3- Use a self-assessment rubric. (Pages 600-601)</p> <ul style="list-style-type: none"> • Model using a self-assessment rubric to evaluate your writing. • Show the rubric for Memory Stories (Student). • Model how to use the rubric. Continue as needed to make sure the students know how to use the rubric. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talks as a formative assessment.</p> <ul style="list-style-type: none"> • how to use a self-assessment rubric <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • assist students in using the rubric

ELA.L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.WF.3.3.B	Capitalize appropriate words in titles.
ELA.L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELA.W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
ELA.W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
ELA.W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education-

- Modifications for any individual student's IEP plan must be met
- Alter assignment lengths if necessary
- Provide additional examples of annotation and signposts
- Allow additional time when in full class for processing and discussion
- Students should be provided with graphic organizers during annotations and discussions
- Check for understanding by conferencing with the teacher
- Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with
- Repeat and clarify any directions given
- Allow for preferential seating within groups and the whole class
- Modify the amount of vocabulary words used

English Language Learners-

- Provide picture cards with relevant vocabulary
- Point to pictures often while reading
- Reduce the number of vocabulary words used

- Check for understanding often, repeat and clarify directions
- Provide I chart for centers
- Let students read books to themselves before reading a story to study pictures

Gifted Students-

- Create a new story with the same characters during Daily 3 time
- Research projects on topics of IRA
- Leadership roles in Daily 3 Centers
- Above grade level texts available for Independent Daily Reading

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8.D.2: Peer reviews are to be commented on mini papers through Google Documents

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3: Minilessons for Building a Community: Management

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Trimester**
Length: **Two months**
Status: **Published**

Summary of the Unit

In this unit, you will establish a classroom environment in which students are confident, self-determined, and kind and in which every person's identity is valued. Students will learn how to show respect to one another. They will learn to keep supplies in order, help others, use the appropriate voice level for an activity, and problem-solve independently. In addition to creating a peaceful atmosphere, the physical space will provide the best learning support.

Enduring Understandings

- Successful writers build a community of writers
- Successful writers create a peaceful atmosphere
- Successful writers design physical space
- Successful writers establish independent writing

Essential Questions

- How will I show respect to my classmates?
- How will I organize my supplies?
- How can I help others?
- What is an appropriate voice level?
- How will I organize my writer's notebook?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal notes

Resources

- F&P Writing Minilessons Book, Grade 3
- Online resources available on the F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met
- Alter assignment lengths if necessary
- Provide additional examples of annotation and signposts
- Allow additional time when in full class for processing and discussion
- Students should be provided with graphic organizers during annotations and discussions
- Check for understanding by conferencing with the teacher
- Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with
- Repeat and clarify any directions given
- Allow for preferential seating within groups and the whole class
- Modify the amount of vocabulary words used

English Language Learners-

- Provide picture cards with relevant vocabulary
- Point to pictures often while reading
- Reduce the number of vocabulary words used
- Check for understanding often, repeat and clarify directions
- Provide I chart for centers
- Let students read books to themselves before reading a story to study pictures

Gifted Students-

- Create a new story with the same characters during Daily 3 time
- Research projects on topics of IRA
- Leadership roles in Daily 3 Centers
- Above grade level texts available for Independent Daily Reading

Unit Plan

Topic Selection/Time Frame	General Objectives	Instructional Activities	Benchmark/Assessment/Resources
Making Poetry Anthologies 1 Day	<ul style="list-style-type: none">• Choose a poem and craft a poem in response.	GEN.U9.WML4-Write a poem in response to a poem. (Pages 242 – 243) <ul style="list-style-type: none">• Show the chart paper prepared with a poem, such as page 8 of <i>The Rain Forrest Rainbow</i>	Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during the turn and talk as a formative assessment. <ul style="list-style-type: none">• Use a different poem,

		<p>from the anthology.</p> <ul style="list-style-type: none"> • Read the poem aloud twice and talk about your connection to it. • Demonstrate writing your poem on the chart. 	<p>such as “Camera” on page 22 of <i>Flicker Flash</i>. Read it aloud and have students in trios discuss what they notice.</p> <p>Opportunities for summarizing this lesson might include:</p> <ul style="list-style-type: none"> • Have students add a poem and craft a poem in response to their poetry anthologies.
<p>Writing Realistic Fiction Stories 5 Days</p>	<ul style="list-style-type: none"> • Study mentor texts to notice the qualities of good realistic fiction stories. • Understand that writers use their own experiences as inspiration for fiction writing. • Use a storyboard to plan realistic fiction. • Describe characters in a way that makes them seem real. • Notice how writers often show that a character learns a lesson in a realistic fiction story. 	<p>GEN.U5.WML1-Notice the qualities of good realistic fiction stories. (Pages 192 – 193)</p> <ul style="list-style-type: none"> • Show the covers of IRA <i>Owl Moon</i>, <i>SkySisters</i>, <i>Tomas` and the Library Lady</i>, <i>Dancing in the Wings</i>, and <i>Dumplings</i>. • Discuss what makes them realistic fiction and record it on chart paper. • Prompt students’ thinking about realistic fiction with the following questions: <ul style="list-style-type: none"> ▪ <i>What have you noticed about the character?</i> ▪ <i>What have you noticed about the settings?</i> ▪ <i>What kinds of problems do the characters face?</i> <p>GEN.U5.WML2-Think about your own experiences for ideas. (Pages 194 – 195)</p> <ul style="list-style-type: none"> • Show the cover of IRA <i>Dancing in the Wings</i> and read the title. Read the information about 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Discuss the qualities of realistic fiction. • Discuss ideas for realistic fiction. • Discuss using a storyboard to plan a realistic story. • Discuss the main characters. • Discuss their characters. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Have pairs study at least one familiar realistic fiction book to notice its qualities. • Have them think further about their own experiences for ideas. • Remind students to try using a storyboard for narrative writing. • Have students make their characters believable. • Have students have their characters learn something.

the author on the back inside cover.

- Discuss how the author got the ideas to write the book.
- Model how to turn an idea from your writer's notebook into a realistic fiction story.

GEN.U5.WML3- Use a storyboard to make a plan. (Pages 196 – 197)

- Model the process of using a storyboard to plan a realistic story.
- Show a blank storyboard and make quick sketches without several events in the boxes as you think aloud.
- Emphasize that they should be quick sketches with short notes below the boxes in chronological order.

GEN.U5.WML4-Make your characters believable. (Pages 198 – 199)

- Show the cover of IRA *Tomas` and the Library Lady* and read the title.
- Discuss the main character.
- Ask if Tomas seems like a real person.
- Record responses to chart paper, generalizing them as necessary.
- Repeat with IRA *SkySisters*, and *Dancing in the Wings*.

GEN.U5.WML5-Think about what the main character learns. (Pages 200 – 201)

- Show the cover of IRA *Dancing in the Wings*, and read the title.
- Discuss why the main character Sassy is afraid to go to the dance audition.

		<ul style="list-style-type: none"> • Read the last two pages of the story and discuss what Sassy learns at the end of the story. • Record responses on chart paper. • Repeat with IRA <i>Dumpling Soup</i> and read the title. • Discuss what Marissa learns when she and her family eat the dumplings. • Record responses on chart paper. 	
Writing Poetry 1 Day	<ul style="list-style-type: none"> • Use repeating words or phrases to make poems more interesting. 	GEN.U10.WML3 – Use repeating words or phrases to make your writing interesting. (Page 250 – 251) <ul style="list-style-type: none"> • Read aloud pages 12 -13 in SR <i>Mixed-Up Monsters and Confused Critters</i>. • Discuss rhyming words. 	<p>Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Use a repeated word or phrase to make a poem more interesting. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Remind students to think about repeating a word or phrase in their poems.
Describing Characters 3 Days	<ul style="list-style-type: none"> • Understand that authors use descriptive language to tell how their characters look. • Describe characters through actions. • Describe the characters through their thought and 	CFT.U2.WML1 – Describe how characters look. (Pages 314 - 315) <ul style="list-style-type: none"> • Use mentor texts to show how writers describe how a character looks. • Read the description on page 19 of IRA <i>Nadia's Hands</i> • Show the illustration on Nadia's hands on page 20 • Discuss what words the 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Describe their characters. • Describe a character through actions. • Describe a character through thoughts and spoken words. <p>Opportunities for summarizing</p>

	<p>dialogue with other characters.</p>	<p>author uses.</p> <ul style="list-style-type: none"> Record on chart paper. <p>CFT.U2.WML2– Tell what characters do. Pages (316 -317)</p> <ul style="list-style-type: none"> Use mentor texts to model how writers include the characters’ actions to tell about them. Show and revisit pages 11, 13, and 15 of IRA <i>Crouching Tiger</i> Guide the conversation to help children recognize that the writer shows that Vinson is embarrassed about his grandfather visiting from another country. Read pages 33 and 35. Discuss the writer’s decisions and add them to the chart. <p>CFT.U2.WML3 – Tell what characters think and say. (Pages 318 -319)</p> <ul style="list-style-type: none"> Engage the students in an interactive lesson that uses mentor texts to model how writers include characters’ thoughts and words to reveal information about them. Read pages 1 -4 of IRA <i>Crane Boy</i> and pause when you notice that Kinga’s thoughts reveal something about him. Begin a chart and add several examples to it. Show the cover of IRA <i>Dancing in the Wings</i>. Jot down thoughts of dialogue. 	<p>these lessons might include:</p> <ul style="list-style-type: none"> Remind students to use descriptive words for the characters they write about. Remind students to write about a character’s actions. Remind them to include the character's thoughts and dialogue in their writing.
<p>Crafting a Setting 3 Days</p>	<ul style="list-style-type: none"> Use sensory details to describe the setting. Use a sketch to 	<p>CFT.U3.WML1 – Use your senses to describe the setting (Pages 322 – 323)</p> <ul style="list-style-type: none"> Use mentor texts to craft their settings, and 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a</p>

prompt details for describing a setting.

- Notice and think about how the setting is important to the characters in stories.

provide an interactive lesson.

- Read IRA *Paper Boy* and have students listen for words that the writer uses to help picture the setting.
- Begin a three-column chart. See the example on page 323.
- Record students' responses on the chart.
- Repeat with IRA *Owl Moon*.

CFT.U3.WML2 – Sketch to show your thinking about the setting (Pages 324 – 325)

- Provide an interactive lesson.
- Show and read pages 15 -16 in IRA *First Day Grapes*,
- Have students think about the front door of the school and discuss with a partner why it would be easier to write from memory or a sketch.
- Have volunteers share.

CFT.U3.WML3 – Show how the setting is important to the characters in a story. (Pages 326 – 327)

- Use mentor texts to prompt a discussion about how authors use setting details to reveal information about characters.
- Show and read pages 23 -24 of IRA *The Paperboy*.
- Discuss the details that the author uses to describe the setting.
- Add them to the chart paper.
- Show pages 29 -30 in IRA *Goal!*
- Discuss the details and add them to the chart.

formative assessment.

- Use sensory details to reveal the setting.
- Sketch to show the setting.
- Discuss how the setting is important to a character in a story.

Opportunities for summarizing these lessons might include reminding the students to:

- Include sensory details in their writing to reveal the setting.
- Use a sketch to help write setting details.
- Show how setting is important to a character in a story.

<p>Writing Poetry 1 Day</p>	<ul style="list-style-type: none"> • Notice and understand how to create sensory images and feelings in poetry. 	<p>GEN.U10.WML1 – Use metaphors and similes to describe something. (Pages 252 – 253)</p> <ul style="list-style-type: none"> • Use examples of poems with metaphors and similes to help students recognize what poets use their senses to describe and compare. • Read and show the poem on page 15 in IRA <i>Flicker Flash</i>. • Allow the students to notice how the senses are used to observe the moon. • Read and show page 23. Guide the students to notice the senses used and the comparative language. • Read and show page 23 in IRA <i>Old Elm Speaks</i>. • Talk about how a metaphor is used to compare a tree to a part of a ship. 	<p>Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Talk about using their senses and comparative language to make a poem stronger. <p>Opportunities for summarizing this lesson might include reminding the students to:</p> <ul style="list-style-type: none"> • Use their senses and compare in their poems.
<p>Revising to Focus and Organize Writing 2 Days</p>	<ul style="list-style-type: none"> • Identify the important ideas and messages and take out information that does not add to them. • Understand that writers revise their writing so that the order makes sense. 	<p>WPS.U8.WML1 – Take out information that does not add to the important ideas or messages. (Pages 564 – 565)</p> <ul style="list-style-type: none"> • Use a mentor text to help them notice that all the information on a page adds to the important ideas or message. • Show the cover of IRA <i>My Rotten Redheaded Older Brother</i>. • Discuss what the author learned about her older brother in the story. • Read pages 4 -6 and discuss what those pages are about. <p>WPS.U8.WML2 – Organize your writing to make sure the order makes sense. (Pages 566 – 567)</p> <ul style="list-style-type: none"> • Use a mentor text to engage 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Taking out information. • How to change the order of writing. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Take out information that does not add to the important ideas or message. • Re-read their writing and make sure the order makes sense.

		<p>students in a discussion about how the order of events should make sense.</p> <ul style="list-style-type: none"> • Show the IRA cover of <i>Dumpling Soup</i> and read the title. • Help students summarize the major events of the story in order. • Show the recipe on the back cover of the book. • Discuss how the order makes sense. 	
<p>Learning About Punctuation and Capitalization 4 Days</p>	<ul style="list-style-type: none"> • Use quotation marks to show dialogue. • Use commas to separate items in a series. • Use apostrophes to show possessives and contractions. • Use an ellipsis to show a pause to build excitement in a writing piece. 	<p>CNV.U2.WML3 – Use quotation marks to show what someone said. (Pages 458 – 459)</p> <ul style="list-style-type: none"> • Ahead of time, display the text from page 11 in IRA <i>The Cat Man</i>. • Guide the conversation so students recognize that multiple people are speaking. • Introduce the word <i>dialogue</i> if it is an unfamiliar term. • Have volunteers point to each dialogue-related punctuation mark. • Repeat with SR <i>Nerman’s Revenge</i> <p>CNV.U2.WML4 – Use commas to separate words in a list. (Pages 460 – 461)</p> <ul style="list-style-type: none"> • Show page 6 of SR <i>Nerman’s Revenge</i> and point to the first sentence in the text box. • Discuss the punctuation • Repeat with page 12 in SR <i>Hummingbird’s Nest</i> and page 4 in SR in <i>Three Days to Summer</i>. 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Add quotation marks to show dialogue. • Add commas to items in a series. • Talk about apostrophes. • Talk about ellipses. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Use quotation marks for dialogue. • Use commas to separate words in a list. • Have students use apostrophes to show possession and form contractions. • Have students try to use ellipses to build suspense or to indicate a pause.

		<ul style="list-style-type: none"> • Guide the convocation to help students understand that commas separate the items in a list. <p>CNV.U2.WML5 – Use an apostrophe to show something belongs to someone or to make a contraction. (Pages 462 – 463)</p> <ul style="list-style-type: none"> • Use examples from mentor texts to illustrate how apostrophes are used to show possession and to make contractions. • Show and read the cover of SR <i>Hummingbird’s Nest</i>. • Guide the students to notice the apostrophe shows possession. • Make a two-column chart. Label the left-hand column <i>Possessive</i> and add <i>Hummingbird’s Nest</i>. Add contractions to the chart. • Repeat using SR <i>Three Days to Summer</i>. (Pages 5-8 for possessives; page 2 for contractions.) <p>CNV.U2.WML6 – Use an ellipsis to show a pause or to build excitement. (Pages 464 – 465)</p> <ul style="list-style-type: none"> • Show page 12 of SR <i>Nerman’s Revenge</i>. Read the sentence with the ellipsis and discuss what they notice. • Guide the conversation to help students notice the ellipsis and how the reader paused before reading the word <i>Disappear</i>. • Read page 13 and emphasize the pause at the ellipsis. 	
<p>Publishing and Self-Assessing Your Writing 1 Day</p>	<ul style="list-style-type: none"> • Select a piece of writing and reflect on how the piece shows growth 	<p>WPS.U11.WML4 – Select a piece of writing that shows your growth as a writer. (pages 602 – 603)</p> <ul style="list-style-type: none"> • Read aloud and show 	<p>Throughout this lesson, students might turn and talk about the following bullet point. Use what the students shared during turn and talk as a formative</p>

		<p>the sample piece of writing you prepared. Explain why you chose to reflect on this piece of writing.</p> <ul style="list-style-type: none"> • Read and show the prepared reflection. • Remind students of what they have learned to do as writers and illustrators, such as make a table of contents, draw people, use paragraphing, choose powerful words, and so forth. • Record responses on chart paper. 	<p>assessment.</p> <ul style="list-style-type: none"> • Have students talk to a partner about a piece of writing that shows their growth as a writer. <p>Opportunities for summarizing this lesson might include reminding the students to:</p> <ul style="list-style-type: none"> • Reflect on their writing progress.
<p>Writer’s Notebook: Getting Inspiration from Writers and Artists 3 Days</p>	<ul style="list-style-type: none"> • Collect writing ideas from books and list them in a writer’s notebook. • Understand that writers can use song lyrics to inspire writing ideas. • Understand that writers can use works of art to inspire writing ideas. 	<p>WPS.U3.WML3- Use books or parts of books to inspire writing ideas. (Pages 512 – 513)</p> <ul style="list-style-type: none"> • Before the lesson, read a familiar book that lends itself to writing a response, such as IRA <i>Last Day Blues</i>. • Have students do a quick write in their writer’s notebook to Section 2 in response to <i>Last Day Blues</i>. • Have students write down anything this book made them think about. • Ask a few volunteers to share. <p>WPS.U3.WML4- Use song lyrics to inspire writing ideas. (Pages 514 – 515)</p> <ul style="list-style-type: none"> • Have students turn to the first set of lyrics in Section 2 of their writer’s notebook. • Play “Take Me Out to the Ball Game” sung by Harry Caray. • Have students sketch what they are thinking about while the song plays. • After a few minutes, ask a few volunteers to 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Have students use an opening line from a book for writing inspiration. • Have students use their writer’s notebook to respond to song lyrics. • Use a writer’s notebook to respond to art. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Use books as inspiration for writing. • Remind students to use song lyrics as inspiration for writing. • Remind students to use art as inspiration for writing.

		<p>share their sketches.</p> <p>WPS.U3.WML5- Use art to inspire writing ideas. (Pages 516 – 517)</p> <ul style="list-style-type: none"> • Show the first piece of art you have selected. • Prepare the students to sketch the main idea of art. • Have students sketch three things that make them think about. • Ask a few students to share their sketches. 	
<p>Experimenting with Writing in New Ways 1 Day</p>	<ul style="list-style-type: none"> • Write about a previous topic in a different genre or form. 	<p>GEN.U15.WML1 – Write about a previous topic in a different genre or form. (Pages 296 – 297)</p> <ul style="list-style-type: none"> • Show and discuss two (or more) sample texts you have written about the same topic in different genres or forms. • Record each form of writing discussed on chart paper. • Add each form of writing discussed to the chart differently. • Repeat with other examples, if available. 	<p>Throughout this lesson, students might turn and talk about the following bullet point. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Have students talk to a partner about their ideas for writing about a topic in a new way. <p>Opportunities for summarizing this lesson might include reminding the students to:</p> <ul style="list-style-type: none"> • Suggest the students revisit an old topic in a new way.
<p>Thinking About Purpose, Audience, and Genre/Form 3 Days</p>	<ul style="list-style-type: none"> • Understand that writers think about why they are writing and how they want their writing to affect their 	<p>WPS.U5.WML1-Think about your purpose. (Pages 534 – 535)</p> <ul style="list-style-type: none"> • Before this lesson, students should have chosen the topic they want to write about. • Show the covers and revisit a few pages of IRA 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Turn and talk about their purposes for writing.

audience.

- Understand that writers think about their intended audience to further define their purpose.
- Choose the genre or form of writing based on purpose and audience.

Bats! and *Stellaluna*.

- Discuss the topic and purpose of these two books.
- Begin a list of purposes for writing on chart paper and write *teach*, *give*, *information*, *tell a story*, and *entertain* on the list.
- After a time for discussion, ask volunteers to share.

WPS.U5.WML2-Think about your audience. (Pages 536 – 537)

- Use a mentor text and provide an interactive lesson about the audience.
- Revisit a few pages and discuss who may like the book.
- Repeat with IRA *Crickwing*. Discuss an audience is the person or group of people you think would like to read something you wrote.

WPS.U5.WML3-Think about the kind of writing you want to do. (Pages 538 – 539)

- Show the covers of IRA *Tornadoes!* and *The Bee Tree*.
- Have students turn and talk about the purpose and audience for each of these books.
- Ask volunteers to provide suggestions for the topic, purpose, and audience for *Tornados!* Add ideas to the chart.
- Add the type of writing for each book to the chart.
- Discuss how an informational book might be a good choice.

- Talk about a writing audience.
- Turn and talk about purpose, audience, and type of writing.

Opportunities for summarizing these lessons might include reminding the students to:

- Encourage students to think about their purposes for writing.
- Encourage students to think about the audience they want to write for.
- Remind students to think about what type of writing best fits their purpose and audience.

**Crafting a Lead
4 Days**

- Understand that writers can begin a story with action.
- Understand that writers can begin a story by talking.
- Understand that writers can begin a story by describing the setting.
- Understand that writers can begin a story with an interesting fact.

CFT.U5.WML1- Start your writing with action. (Pages 338 - 339)

- Revisit the first pages of IRA *The Great Fuzzy Frenzy*. Discuss how the authors decided to begin the book.
- Guide the students to recognize that the book begins with action and that sound words are used.
- Repeat with IRA *Bedhead*. Discuss how writers begin a story with action, sometimes they include sound effects to get the reader interested to read on.

CFT.U5.WML2- Start your writing with talking. (Pages 340 -341)

- Display the chart from WML 1.
- Revisit the first page of IRA *The Patchwork Quilt*. Guide the conversation to help students recognize the characters are having a conversation in the kitchen and begin with talking.
- Encourage students to think about how to begin the story by talking.

CFT.U5.WML3- Start your writing with a description of the setting. (Pages 342 -343)

- Revisit the first pages of IRA *A Mother's Journey*.
- Guide the conversation to help students recognize the book begins with the setting, including the time of day, time of year, and location.
- Repeat with IRA *Ruby's Wishes*.
- Discuss how you can quickly get a picture in

Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.

- Begin a story with action.
- Begin a story by talking.
- Begin a story with a description of the setting.
- Begin the story with an interesting fact.

Opportunities for summarizing these lessons might include reminding the students to:

- Begin a story with action.
- Have students try out different ways to use talking to begin a story.
- Have students try out different ways to use a description of the setting to begin a story.
- Have students try out different ways to use an interesting fact to begin a story.

		<p>your mind of the time and place the story happens.</p> <p>CFT.U5.WML4- Start your writing with an interesting fact. (Pages 344 -345)</p> <ul style="list-style-type: none"> • Revisit the first page of <i>IRA North</i>. • Guide the conversation to help students recognize the first sentence and give an interesting fact about the Arctic. • Repeat with <i>IRA Crane Boy</i>. • Encourage the students to think about how the story begins with an interesting fact. 	
<p>Writing with Voice in Fiction and Nonfiction 4 Days</p>	<ul style="list-style-type: none"> • Write in a way that speaks directly to the reader. • Use different styles of print to convey meaning and support voice. • Use humor in writing to convey voice. • Read one’s writing aloud to hear how it 	<p>CFT.U9.WML1 – Speak directly to the reader. (Pages 374 – 375)</p> <ul style="list-style-type: none"> • Use mentor texts that have writing that speaks directly to the reader. • Show and read page 2 in <i>IRA Big Bad Bubble</i>. • Discuss how the writing sounds. • Guide the conversation to help students notice that it sounds like the writer is speaking directly to the reader. • Ask volunteers to share 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Use voice in their writing by speaking directly to the reader. • Talk about how a writer uses styles of print to show voice. • Turn and talk about how a writer uses humor to show voice.

sounds.

their thoughts.

- Show and read pages 9 and 16.
- Point out that the writer used conventional language like “But, careful!” and “You may see her.”

CFT.U9.WML2 – Show your voice with different styles of print. (Pages 376 – 377)

- Use mentor texts that have writing that shows voice.
- Show page 4 of IRA *Hottest, Coldest, Highest, and Deepest*.
- Supporting a conversation about making words bold conveys the idea that these words are important and should be emphasized.
- Repeat with page 2 and page 6 in IRA *Bedhead*.
- Add examples to the chart.

CFT.U9.WML3 – Show your voice with humor. (Pages 378 – 379)

- Use humorous mentor text examples and provide an interactive lesson.
- Show and read page 6 of IRA *Those Darn Squirrels!*
- Support a conversation about the ways this page shows humor.
- Repeat with pages 12 – 13, 18 – 19, and 30 -32. Add to chart.
- Show and read the first few pages, pausing after each to allow time for students to notice the humor.

CFT.U9.WML4 – Read your writing aloud to hear how it sounds. (Pages 380 – 381)

- Choose a piece of writing to read to a partner.

Opportunities for summarizing these lessons might include reminding the students to:

- Try speaking directly to the reader as they write.
- Use different styles of print to show voice.
- Try using humor to show your voice.
- Remind students to read aloud to hear how their writing sounds.

		<ul style="list-style-type: none"> • Model reading a prepared writing sample aloud. • Read aloud, using intonation and expressiveness throughout. • Engage students in a conversation about how you read in a way that sounded like you were talking. 	
<p>Learning to Paragraph 3 Days</p>	<ul style="list-style-type: none"> • Understand that writers use paragraphs to organize their writing. • Understand that writers use paragraphs to show when the speaker changes. • Understand that writers indent their paragraphs or put spaces between them 	<p>CNV.U3.WML1 – Make a new paragraph for a new idea. (Pages 468 - 469)</p> <ul style="list-style-type: none"> • Use familiar texts to guide students in noticing how writers organize their writing into paragraphs. • Show IRA <i>Shell, Beak, Tusk</i>, and read pages 10 -11. • Discuss how the author organized her writing. • Invite a few students to share. • Record responses on chart paper. • Repeat with page 7 of IRA <i>Bats!</i> <p>CNV.U3.WML2 – Use paragraphs to show when a new speaker is talking. (Pages 470 - 471)</p> <ul style="list-style-type: none"> • Use familiar texts to guide students in noticing how writers organize dialogue. • Show IRA <i>Dumpling Soup</i> and read page 3. • Discuss how the author organized the words the characters say. • Invite a few students to share. • Record responses on chart paper. • Repeat with IRA <i>Sky Sisters</i>. <p>CNV.U3.WML3 – Use good spacing to set off paragraphs.</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Talk to a partner about how they might organize the writing into paragraphs. • Have writers adequately space paragraphs when they write. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Remind them to start a new paragraph for a new idea. • Remind students to use good spacing to set off paragraphs in their longer pieces of writing.

		<p>(Pages 472 - 473)</p> <ul style="list-style-type: none"> • Use familiar texts to guide students in noticing how writers indent or adequately space a new paragraph. • Show IRA <i>Bats!</i> and read page 7. • Discuss how the author started a new paragraph. • Invite a few students to share. • Record responses on chart paper. • Repeat with page 5 of IRA <i>Sky Sisters</i>, and page 8 from IRA <i>A Day and Night in the Desert</i>. 	
<p>Make Powerful Word Choices 3 Days</p>	<ul style="list-style-type: none"> • Use language to show instead of tell. • Understand that writers use words other than <i>said</i> to make their writing more descriptive and interesting. • Understand that writers use specific verbs to make their writing more descriptive and interesting. 	<p>CFT.U7.WML1 – Use words to show not tell. (Pages 358 – 359)</p> <ul style="list-style-type: none"> • Use mentor texts to demonstrate what it means to use language that shows instead of tells. • Read page 3 in IRA <i>Tomas and the Library Lady</i> • Discuss how Tomas is hot and thirsty without words being used. • Support the conversation to help students notice that the writer used words to describe how Tomas was feeling rather than just stating that he was hot and thirsty. <p>CFT.U7.WML2 – Choose interesting words to describe the way people say something.</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Turn and talk about how the writer used words that show not tell. • Talk about words that can replace <i>said</i>. • Turn and talk about using interesting action words. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Remind students to use language that shows instead of tells when they write. • Remind students to notice and use synonyms for <i>said</i>.

		<p>(Pages 360 – 361)</p> <ul style="list-style-type: none"> • Use mentor texts that focus on how writers use different words for <i>said</i> to make writing more interesting. • Read page 5 in IRA <i>Magic Trash</i> • Notice how the author uses the words <i>asked</i> and <i>whispered</i>. Use sticky notes to begin a list of words that can replace <i>said</i>. • Start on page 20 and stop at page 24 making a list of alternative words to <i>said</i>. <p>CFT.U7.WML3 – Choose interesting words to describe actions. (Pages 362 – 363)</p> <ul style="list-style-type: none"> • Writers use different words to show actions. • Read pages 15 - 16 in IRA <i>A Seed is Sleepy</i> • Notice how the author chose verbs to show action. • Continue with sticky notes to add words that students notice as you read page 12 in <i>North: The Amazing Story of Arctic Migration</i>. • Engage students in a conversation about the importance of word choice. 	<ul style="list-style-type: none"> • Remind students to notice and use interesting verbs.
<p>Revising to Focus and Organize Writing 1 Day</p>	<ul style="list-style-type: none"> • Replace vague words with more specific and powerful words to make writing more interesting and accurate. 	<p>WPS.U8.WML3 – Change words to make your writing more specific. (Pages 568 – 569)</p> <ul style="list-style-type: none"> • Use a mentor text to engage the students in an inquiry-based lesson around word choices. Then revise a piece of shared writing together. • Show the cover of IRA <i>Saturdays and Teacakes</i> and read the title. Then read the third paragraph on page 16. 	<p>Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Talk to a partner about how to revise the shared writing piece. <p>Opportunities for summarizing this lesson might include reminding the students to:</p> <ul style="list-style-type: none"> • Reread their writing and think about their word

		<ul style="list-style-type: none"> • Discuss how the characters ate the sandwiches. Notice the word choice, “gobbled.” • Read the fifth paragraph on page 16. • Discuss the type of birdcalls they listened to. 	<p>choice.</p>
<p>Editing and Proofreading Writing 4 Days</p>	<ul style="list-style-type: none"> • Proofread and edit writing to make sure sentences make sense. • Reread writing to check or correct letter formation, proportion, and orientation so the readers can understand the message. • Reread writing to check or correct spelling so the readers can understand the message. • Use reading aloud as a tool for editing punctuation and capitalization. 	<p>WPS.U9.WML1 – Make sure your writing makes sense. (Pages 576 – 577)</p> <ul style="list-style-type: none"> • Provide a mentor text with clear writing. • Show the cover of SR <i>From Buds to Bananas</i> and read page 2. • Guide the conversation so students notice that it is clear and easy to understand. • Show a prepared writing sample and have students raise their hands when they notice something doesn’t make sense. <p>WPS.U9.WML2 – Make sure you make your letters easy to read. (Pages 578 – 579)</p> <ul style="list-style-type: none"> • Model how writing can be corrected when letters are not written with proper formation. • Show the prepared writing sample. • Guide the conversation to talk about whether the letters are written so they are easy to read and go from left to right. • Help students notice any letters that need correction for formation. <p>WPS.U9.WML3 – Make sure you wrote the words you know correctly. (Pages 580 – 581)</p>	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Have students turn and talk about checking writing for sense. • Have students turn and talk about editing and proofreading writing. • Have students correct misspelled words. • Have students think about where to place punctuation. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Have students check writing for sense. • Have students check a longer piece of writing from their folder to make sure the letters are formed correctly, • Have students proofread and edit a long piece of writing. • Have students read aloud a piece of writing and check for proper punctuation.

		<ul style="list-style-type: none"> • Display mentor texts with proper spellings of words students know. • Show and read page 4 of <i>SR From Buds to Bananas</i>. • Guide the conversation so students notice that familiar words are spelled correctly. • Show a prepared writing sample and have students raise their hands when they notice misspelled words. • Model how to circle the words and encourage them to try to write them correctly. <p>WPS.U9.WML4 – Check punctuation and capitalization. (Pages 582 – 583)</p> <ul style="list-style-type: none"> • Provide an interactive lesson. • Prepare a piece of writing. • Slowly reread the piece and think aloud about where the missing punctuation should go, highlighting each location. • Read the next sentence aloud and ask students what they think is missing. 	
<p>Introducing the Writing Folder 1 Day</p>	<ul style="list-style-type: none"> • Learn how to use checklists to assist with revising and editing writing. 	<p>MGT.U4.WML5 – Use checklists to help with revising and editing. (Pages 144 – 145)</p> <ul style="list-style-type: none"> • If you haven't done so already, fasten a copy of the Revising Checklist and the Proofreading Checklist in their writing folder. • Have students refer to the checklist and model how to use it by going through some of the questions and thinking aloud about how to revise the first piece of 	<p>Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Have students talk to a partner about how to correct the second sample piece of writing. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Use the revising and proofreading checklists.

		<p>writing.</p> <ul style="list-style-type: none"> • Show another sample piece of writing that needs to be proofread and edited. • Correct it together. 	
<p>Making Biographical Multimedia Presentations 4 Days</p>	<ul style="list-style-type: none"> • Choose and research a biographical subject for a multimedia presentation. • Plan what to write on each slide. Write ideas clearly with vocabulary appropriate to the subject. • Enhance presentation with a variety of media (illustrations, images, or digital media). • Prepare notes and present the topic with enthusiasm, confidence, and a strong voice. 	<p>GEN.U13.WML1 – Choose and research a project. (Pages 276 – 277)</p> <ul style="list-style-type: none"> • Engage students in a discussion around choosing and researching a subject for a biographical slide presentation. • Display several familiar biographies. • Invite students to agree on the subject that will be used. • Begin to gather information and record the beginning steps of making a slide on a chart. <p>GEN.U13.WML2 –Organize and write the words for your slides. (Pages 278 – 279)</p> <ul style="list-style-type: none"> • Use shared writing to guide them through the process of planning a slide presentation. • Help students understand that biographical information is organized chronologically. • Use shared writing to plan a few more slides. <p>GEN.U13.WML3 –Add pictures, sounds, and video to make your presentation interesting. (Pages 280 – 281)</p> <ul style="list-style-type: none"> • Add a variety of media to 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Talk about ideas for a subject. • Discuss what to write on the first slide. • Talk about ideas for adding media. • Talk about how to present a slide presentation. <p>Opportunities for summarizing these lessons might include reminding the students to:</p> <ul style="list-style-type: none"> • Choose and start researching a subject. • Invite students to start writing their slides. • Think about how they will use pictures, sounds, and video to make their presentation more interesting. • Have students practice their presentations.

		<p>the class presentation.</p> <ul style="list-style-type: none"> • Make sure students are researching visual and audio media safely. • Display the prepared presentation and engage students in a discussion of the media you chose and why you chose it. <p>GEN.U13.WML4 – Practice and present your presentation. (Pages 282 – 283)</p> <ul style="list-style-type: none"> • Model presenting a slide and engage students in a discussion of what they notice. • Present the presentation and model speaking with confidence and enthusiasm, referring to notes and carrying your speaking voice. • Prompt students’ thinking. 	
Reading Like a Writer and Illustrator 1 Day	<ul style="list-style-type: none"> • Study familiar books and notice crafting decisions writers make. 	<p>CFT.U1.WML1 – Notice the decisions writers make. (Pages 306 – 307)</p> <ul style="list-style-type: none"> • Use mentor texts, samples of your writing, or students’ writing to have them notice the authors’ craft decisions. • Show IRA <i>Enemy Pie</i> and read the first page. • Discuss why the author made those decisions to write them his way. • Record responses on chart paper. • Repeat with IRA <i>Storm in the Night</i> and <i>Sitti’s Secrets</i>. 	<p>Throughout this lesson, students might turn and talk about the following bullet points. Use what the students shared during turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Have them use a book with good examples of the author’s craft. <p>Opportunities for summarizing this lesson might include reminding the students to:</p> <ul style="list-style-type: none"> • Provide books for the students to use and look for decisions the authors made.

ELA.L.WF.3.2.B

Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

ELA.L.WF.3.2.G

Spell common words in English, including regular and irregular forms.

ELA.L.WF.3.3.I

Organize ideas into paragraphs with main ideas and supporting details.

ELA.L.KL.3.1

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELA.L.VI.3.3

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

ELA.RL.IT.3.3	Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
ELA.RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.RI.AA.3.7	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
ELA.RL.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
ELA.W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
ELA.W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8.D.2: Peer reviews are to be commented on mini papers through Google Document.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4: Minilessons For Studying Genres and Forms of Writing

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Two months**
Status: **Published**

Summary of the Unit

Exposing students to different genres, forms, and modes of writing broadens their vision of what writing can be. The minilessons in the section use inquiry and mentor texts to help students understand the characteristics of different genres and how to use that knowledge when they write. They learn to make picture books, write poems, write letters, and think about different ways to communicate. Students will make bumper stickers, design posters, write songs, and make slogans for hats or T-shirts. Third graders love to make books. They see themselves as authors, illustrators, and readers. Students expand their understanding about print, illustrations and text structure in this unit.

Enduring Understandings

- Successful writers form letters correctly
- Successful writers use what they know about words to write new words
- Successful writers use punctuation correctly
- Successful writers make a new paragraph for a new idea

Essential Questions

- How do I form letters correctly?
- What words need capital letters?
- When will I use a comma to separate words in a sentence?
- When will I make a new paragraph?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal notes

Resources

- F&P Writing Minilessons Book, Grade 3
- Online resources available on the F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met
- Alter assignment lengths if necessary
- Provide additional examples of annotation and signposts
- Allow additional time when in full class for processing and discussion
- Students should be provided with graphic organizers during annotations and discussions
- Check for understanding by conferencing with the teacher
- Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with
- Repeat and clarify any directions given
- Allow for preferential seating within groups and the whole class
- Modify the amount of vocabulary words used

English Language Learners-

- Provide picture cards with relevant vocabulary
- Point to pictures often while reading
- Reduce the number of vocabulary words used
- Check for understanding often, repeat and clarify directions
- Provide I chart for centers
- Let students read books to themselves before reading a story to study pictures

Gifted Students-

- Create a new story with the same characters during Daily 3 time
- Research projects on topics of IRA
- Leadership roles in Daily 3 Centers
- Above grade level texts available for Independent Daily Reading

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmark/Assessments/Resources
Timeframe			
Observing and Writing Like a Scientist	<ul style="list-style-type: none">• Write a prediction related to a science project.	WPS.U6.WML.1 Write your predictions.	Throughout these lessons, students turn and talk about: <ul style="list-style-type: none">• Making predictions about

<p>4 days</p>	<ul style="list-style-type: none"> • Use drawing and writing to record important information observations. • Write the procedure used for a science experiment that others can replicate it. • Provide evidence for the results of a science experiment. 	<p>(pages 542-543)</p> <ul style="list-style-type: none"> • Show the cover of <i>Tornadoes!</i> IRA and read the title. • Show the materials for the science experiment, explain the procedure, and invite students to use what they know to make predictions. • Record on chart paper the language students use to state their predications. <p>WPS.U6.WML2</p> <p>Sketch and take notes about your observations.</p> <p>(pages 544-545)</p> <ul style="list-style-type: none"> • Demonstrate the planned science experiment and model using drawing and writing to record scientific observation. • Use students' observations <p>and your own model writing scientific observations on the chart paper.</p> <ul style="list-style-type: none"> • Add label to the sketch and today's date. <p>WPS.U6.WML.3</p>	<p>different things that will happen.</p> <ul style="list-style-type: none"> • Recording scientific observations. • How to write a procedure. • How to explain the results of a science experiment. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Reminding students to record their predictions. • Reminding students to sketch and take notes about their scientific observations. • Inviting students to write the procedure for the science experiment they conducted. • Inviting students to write their own explanation for what happened.
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Write a procedure.

(pages 546-547)

- This minilesson should be taught shortly after students have seen or conducted a science experiment.
- Use shared writing to begin writing the procedure for the experiment.
- Using students' input, write a materials list on chart paper.
- Use students' responses to write the first few steps of the procedure.

WPS.U6.WML.4

Explain why you think something happened.

(pages 548-549)

- Engage students in a discussion about the results of the science experiment conducted in WML2.
- Use shared writing to write an explanation of the results.
- Show the cover of *Tornadoes!* IRA and read pages 4-7.
- Engage students in a discussion about their explanations. Encourage them

		<p>to provide evidence for their thinking.</p> <ul style="list-style-type: none"> • Summarize the class's conclusions on chart paper. 	
<p>Writer's Notebook: Becoming an Expert 1-4 days</p>	<ul style="list-style-type: none"> • Make a list of topics of interest to inspire writing ideas for nonfiction writing • Use webs as a tool to explore and narrow down ideas for topics for nonfiction writing. • Make a list of questions and wonderings about a topic to help define the research focus. • Learn to take notes on a topic without copying the author's words. 	<p>Revisit any of the minilessons in WPS.U4 that you think would be helpful in guiding students to gather ideas for procedural writing.</p> <p>WPS.U4.WML1</p> <p>Make lists of topics you know, are interested in, and care about.</p> <p>(pages 520-521)</p> <p>WPS.U4.WML2</p> <p>Use webs to focus a topic.</p> <p>(pages 522-523)</p> <p>WPS.U4.WML3</p> <p>Make a list of questions and wonderings you have about a topic.</p> <p>(pages 524-525)</p>	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Becoming an expert on a writing topic <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Writing about becoming an expert on a writing topic.

		<p>WPS.U4.WML.4</p> <p>Take notes in your own words about your topic.</p> <p>(pages 526-527)</p>	
<p>Writing Procedural Texts</p> <p>3 days</p>	<ul style="list-style-type: none"> • Understand that there are different types of procedural texts and notice the qualities of effective ones. • Use purpose and audience to help choose the topic and form of a procedural text. • Write and/or draw a procedural text. 	<p>GEN.U2.WML1</p> <p>Notice the qualities of good procedural texts.</p> <p>(pages 158-159)</p> <ul style="list-style-type: none"> • Show the cover of <i>Tornadoes!</i> <p>IRA and turn to the “<i>What to Do When a Tornado Approaches</i>” feature near the end of the book.</p> <ul style="list-style-type: none"> • Ask students what they can learn from this part of the book. • Turn to the recipe on the inside back cover of Dumpling Soup IRA. • Tell students this is a procedural text. <p>GEN.U2.WML2</p> <p>Choose what you want to teach and how you will teach it.</p> <p>(pages 160-161)</p> <ul style="list-style-type: none"> • Model how to think about purpose and audience when choosing the topic and form of 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Different types of procedural texts. • Their ideas for procedural texts. • The procedural text they will write about. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Inviting students to study procedural texts with a partner or in a small group. • Reminding students to think about purpose and audience when choosing a topic and form. • Reminding students to think about the qualities of good procedural texts when they write on their own.

		<p>a procedural text.</p> <ul style="list-style-type: none"> • Write your chosen topic and form on a prepared chart paper. <p>GEN.U2.WML3</p> <p>Write and/or draw the steps or instructions.</p> <ul style="list-style-type: none"> • Show the recipe on the inside back cover of <i>Dumpling Soup</i> IRA. • Show the chart from WML 1 and review the qualities the students noticed. • Tell students that today you will write a procedural text together. • Use shared writing to write the instructions on chart paper. 	
<p>Using Text Features in Nonfiction Writing</p> <p>And</p> <p>Illustrating and Using Graphics in Nonfiction Writing</p> <p>1-6 days</p>	<ul style="list-style-type: none"> • Write headings that tell the reader what to expect from sections of text. • Understand that writers include a table of contents as an organizational tool for the reader. • Write sidebars to provide extra information to the reader about the topic. 	<p>You may want to revisit certain minilessons in CFT.U10 and CFT.U114 to help expand your students' procedural writing. If you are using The Reading Minilessons Book Grade 3. LA. U15 and LA. U16 will also support this work and help students think more deeply about these craft moves.</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmarks/ Assessments/Resources.</p>

	<ul style="list-style-type: none"> • Write captions under pictures to provide more information for the reader. • Understand that photographs and illustrations make books interesting and help readers understand more about a topic. • Learn how to draw diagrams to give information. • Use close-ups to magnify one part of a bigger picture. • Use maps and legends to provide more information to the readers. • Create graphic comparisons to help readers understand size. 	<p>CFT.U10. WML1 Use headings to tell what a part is about. (pages 384-384)</p> <p>CFT.U10. WML2 Make a table of contents for your book. (pages 386-387)</p> <p>CFT.U10. WML3 Use sidebars to give extra information. (pages 388-389)</p> <p>CFT.U10. WML4 Write captions under pictures. (pages 390-391)</p> <p>CFT.U14.WML1 Use photographs and detailed illustrations in your nonfiction book. (pages 424-434)</p> <p>CFT.U14.WML2 Draw diagrams to give information.</p>	
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		<p>(pages 426-427)</p> <p>CFT.U14.WML3</p> <p>Use a close-up to show a detail of a bigger picture.</p> <p>(pages 428-429)</p> <p>CFT.U14.WML4</p> <p>Use maps and legends to give readers information.</p> <p>(pages 430-431)</p> <p>CFT.U14.WML5</p> <p>Use comparisons to help readers understand size.</p> <p>(pages 432-433)</p>	
<p>Publishing and Self-Assessing Your Writing</p> <p>1-4 days</p>	<ul style="list-style-type: none"> • Select a piece to publish for an audience. • Determine the form for publishing writing and preparing writing for publication. • Use a self-assessment tool to reflect on areas of strength 	<p>Revisit the lessons in WPS.U11 to help students periodically publish their writing and self-assess their work using rubrics.</p> <p>WPS.U11.WML1</p> <p>Choose a piece you want to publish.</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmarks/ Assessments/Resources.</p>

	<p>and determine goals for writing.</p> <ul style="list-style-type: none"> • Select a piece of writing and reflect on how the piece shows growth. 	<p>(pages 596-604)</p> <p>WPS.U11.WML2</p> <p>Publish your writing.</p> <p>(pages 598-599)</p> <p>WPS.U11.WML3</p> <p>Use a self-assessment rubric.</p> <p>(pages 600-601)</p> <p>WPS.U11.WML4</p> <p>Select a piece of writing and reflect on how the piece show growth.</p> <p>(pages 602-603)</p>	
<p>Exploring Opinion Writing</p> <p>4 days</p>	<ul style="list-style-type: none"> • Gather ideas for opinion writing in a writer’s notebook • Write an introduction that clearly states an opinion. • Understand that writers use reasons and examples to support their opinions. • Write a conclusion that summarizes the 	<p>GEN.U7.WML1</p> <p>Use your writer’s notebook to get ideas for opinion writing</p> <p>(pages 218-219)</p> <ul style="list-style-type: none"> • Display an example opinion piece on chart paper and read it aloud. • Tell students this writing is called opinion writing. • Ask them what they notice about 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Sharing their lists. • Writing an introduction to an opinion piece • Providing reasons and examples that could support an opinion • Writing a strong conclusion. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Inviting students to further explore their ideas for opinion writing in their writer’s notebook.

opinion and is interesting to the reader.

- opinion writing.
- Have students start a list of their top ten movies in their writer's notebook.
- Have students write their opinion about hopes and wishes for themselves.

GEN.U7.WML2

Write an introduction that clearly states your opinion.

(pages 220-221)

- Distribute a copy of several opinion pieces as mentor texts for each student.
- Ask students to turn and talk about what they noticed in the introduction.
- Propose an idea for a class opinion piece.
- Make sure the majority of students agree with that opinion before starting to write.

Gen.U7.WML3

Provide reasons and examples for your opinion

(pages 222-223)

- Ask students to read "*What's For*

- Having students store the mentor texts for opinion writing in their writing folders and use them for reference when writing their introduction.
- Reminding students to provide reasons and examples for their opinion when they write their opinion pieces.
- Reminding students to write a strong conclusion.

Lunch?” Online Resource.

- Asks students what the author did to support the opinion.
- List the reasons on chart paper.
- Point out the connectives and ask why the author chose to use those words.
- Guide students to understand the function of each of the words.
- Ask students how they can use such words in their own writing.

GEN.U7.WML4

Write a strong conclusion.

(pages 224-225)

- Distribute a copy of several opinion pieces to each student.
- Ask them to read the last paragraph of each piece of writing.
- Guide students to understand that it’s the last think the readers will read, so it should be memorable.
- Display the piece of shared writing from WML3.
- Use shared writing to write a strong conclusion.

<p>Making Your Sentences Clear and Interesting</p> <p>3 days</p>	<ul style="list-style-type: none"> • Understand that writers purposely vary how their sentences begin. • Use sentences of different lengths throughout writing to create a rhythm and flow. • Use a variety of connecting words and phrases. 	<p>CFT.U8.WML1</p> <p>Start your sentences in different ways</p> <p>(pages 366-367)</p> <ul style="list-style-type: none"> • Show the cover of <i>The Rain Forest Rainbow</i> SR. • Begin reading the first few pages of the book pausing after each page to ask students to identify how the sentences begin on each page. • As students identify the words, begin a list on chart paper. • Engage students in a conversation about how starting sentences in different ways makes their writing more interesting and fun to read. <p>CFT.U8.WML2</p> <p>Vary the length of your sentences.</p> <p>(pages 368-369)</p> <p>*Show and red pages 10-11 of <i>Crows Aren't Creepy</i> SR.</p> <p>Guide students to focus on sentence length and help them notice that some sentences are short</p>	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Ways to vary how they being sentences. • Ways to vary sentence lengths. • Ways to include transition words and phrases <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Having students vary the way they begin sentences in their writing pieces. • Reminding students to vary the length of sentences in their writing. • Having students include some transition words and phrases in their writings.
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		<p>and some are long.</p> <p>Engage students in a conversation about how varying sentence length can make writing smooth and easy to read rather than choppy and hard to read.</p> <p>CFT.U8.WML3</p> <p>Use connecting words and phrases to help sentences flow.</p> <p>(pages 370-371)</p> <ul style="list-style-type: none"> • Show and read the second paragraph on page 14 of <i>Hachiko</i> IRA. • Help students identify the connecting words in several mentor text examples. • Engage students in a conversation about how connecting words show how ideas are related and help sentences flow smoothly. 	
<p>Writing to a Prompt: Getting Ready for Test Writing</p> <p>6 days</p>	<ul style="list-style-type: none"> • Read and understand an assigned prompt. • Use the words from a prompt to generate a main idea sentence. 	<p>GEN.U3.WML1</p> <p>Read the directions carefully and make sure you understand what is being shared.</p> <p>(pages 166-167)</p> <ul style="list-style-type: none"> • Attach a prompt 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • The process of helping notice what the prompt. • Writing a main idea sentence for a prompt. • Writing a concluding sentence for the paragraph

	<ul style="list-style-type: none"> • Write a short response that includes a main idea sentence, one or two details, and a concluding sentence. • Write a long response that includes a main idea sentence, reasons and examples to support the main idea and concluding sentence. • Write a response that provides reasons and examples for how two things are similar and different. • Write a concluding sentence that summarizes the big idea and leaves the readers satisfied. 	<p>to chart paper and demonstrate how to think about the prompt in relation to <i>A Meerkat Day</i> SR.</p> <ul style="list-style-type: none"> • Underline the why and diagram as you discuss these words. Add students' noticing about what the prompt is asking. • Label the prompt Short Response on a chart and repeat with another prompt. • Choose a prompt requires an extended constructed response and label it Extended Response on the chart. <p>GEN.U3. WML2</p> <p>Start your response with a main idea sentence.</p> <p>(pages 168-169)</p> <ul style="list-style-type: none"> • Read the first prompt from WML1 to discuss crafting a main idea sentence. • Guide the students to notice that the main idea sentence includes words from the prompt. 	<p>developed in the lesson.</p> <ul style="list-style-type: none"> • Comparing short and long constructed responses. • Writing short and long responses, referring to the charts from WML 3 and WML 4. • Writing an effective concluding sentence that answers the prompt and satisfies the reader. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Reminding students that they are thinking about a new genre of writing. • Reminding students that they are thinking about writing a beginning sentence for a new genre of writing. • Encouraging students to follow the steps for answering a short-constructed response prompt. • Encouraging student pairs to refer to the components on the chart when answering the long-constructed prompt. • Encouraging students to follow the components of the chart when answering a compare and contrast test prompt. • Reminding students to think about writing concluding sentence for their responses.
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- Guide the students to notice the main idea sentence form several more prompts.

GEN.U3.WML3

Write a short response.

(pages 170-171)

- Show *The Elephants and the Mice* SR and read the prompt on the chart and the main idea sentence.
- As students share their ideas, demonstrate rereading the main ideas sentence and quickly writing the sentence students suggest.
- If this section runs long, add the concluding sentence on a subsequent day.

GEN.U3.WML4

Write a long response.

(pages 172-173)

- Show *A Meerkat Day* SR and read the prompt on the chart and the main idea sentence.
- Circle or

highlight the components of the response and name the parts.

- Display the chart from WML3.

GEN.U3. WML5

Write a response that compares and contrast two things.

(pages 174-175)

- Show *A Day and Night in the Desert* IRA and read the prompt on the chart and the main idea sentence.
- Underline, circle, and highlight the components of the response and name the parts.

GEN.U3.WML6

Write an effective concluding sentence.

(pages 176-177)

- Remind students what they already know about crafting effective ending.
- Ask students to share, share back generative concepts for writing endings.
- Display the chart from WML3 and read the prompt and response about the folktale.
- Guide students to

		<p>think about how they can write a more engaging conclusion for the paragraph.</p>	
<p>Introducing Persuasive Writing Through Powerful Messages</p> <p>3 days</p>	<ul style="list-style-type: none"> • Choose a message to share with others. • Choose a message and share it through a multimodal form of writing. • Understand how word choice, images, and color help readers notice and think about the message. 	<p>GEN.U8.WML1.</p> <p>Find your message.</p> <p>(pages 228-229)</p> <ul style="list-style-type: none"> • Show discuss a few items that communicate student friendly messages. • Write the author’s message on a sticky note and add to chart paper. • Share <i>Using Her Voice</i> SR with students to help them understand that some books share opinions or try to persuade the readers to think a certain way. • Add sticky notes with student observations to the chart. • Repeat the process with <i>Oil Spill</i> IRA. <p>GEN.U8. WML2</p> <p>Find a new way to share your message.</p> <p>(pages 230-231)</p> <ul style="list-style-type: none"> • Show and read pages 8-9 from <i>Using Her Voice</i> SR. 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Messages they would like to share. • The audience for their messages and how they want to share their message. • How they would like to make their messages stand out. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Reminding students to write down different ideas they have for a message. • Reminding students to try different ways of sharing a message. • Reminding students to think about how to make their message stand out.

		<ul style="list-style-type: none"> • Ask the students what was one way the author communicated her • After a brief discussion, message to her audience. • Write ideas on chart paper, placing the audience on the left and the form on the right. • Repeat this process with pages 14-16. <p>GEN.U8.WML3</p> <p>Make your message stand out.</p> <p>(pages 232-233)</p> <ul style="list-style-type: none"> • Show one mentor text that communicates a message like Choose Kindness bumper sticker. • Ask students why they think someone made this bumper sticker. • List students' ideas on the chart. • Show pages 8-9 form <i>Using Her Voice</i> SR. • Ask students what they notice about the signs Mari's community created. 	
Writer's	• Make a list of	Invite students to write	Revisit minilessons listed in

<p>Notebook: Becoming An Expert</p> <p>Thinking About Purpose, Audience, and Genre/Form</p> <p>Making Informational Books</p> <p>1-6 days</p>	<p>topics of interest to inspire writing ideas for nonfiction writing.</p> <ul style="list-style-type: none"> • Use webs as a tool to explore and narrow down ideas for topics for nonfiction writing. • Make a list of questions and wonderings about a topic to help define the research focus. • Learn to take notes on a topic without copying the author’s words. • Develop questions to ask an expert about a topic. • Choose to sketch a few important objects to focus thinking about a topic for nonfiction writing. • Understand that writers think about why they are writing and how they want their writing to affect their audience. • Understand that writers think about their intended audience to further define their purpose. • Choose the 	<p>in the genres and forms that fit their purpose and audience. You may also have them revisit making informational books.</p> <p>WPS.U4.WML1</p> <p>Make lists of topics you know, are interested in, and care about.</p> <p>(pages 520-521)</p> <p>WPS.U4.WML2</p> <p>Use webs to focus a topic.</p> <p>(pages 522-523)</p> <p>WPS.U4.WML3</p> <p>Make a list of questions and wonderings you have about a topic.</p> <p>(pages 524-525)</p> <p>WPS.U4.WML4</p> <p>Take notes in your own words about your topic.</p> <p>(pages 526-527)</p> <p>WPS.U4.WML5</p> <p>Interview or watch an expert on your topic</p>	<p>Instructional Activities for Benchmarks/ Assessments/Resources.</p>
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	<p>genre or form of writing based on purpose and audience.</p> <ul style="list-style-type: none"> • Understand the characteristics and craft of informational texts. • Organize notes about a topic into categories. • Learn a variety of ways to write an engaging, informative introduction to an informational book. • Use examples to tell more about a topic. • Learn a variety of techniques to make nonfiction writing interesting and informative. • Learn a variety of ways to write a strong conclusion to an informational book. 	<p>and take notes. (pages 528-529)</p> <p>WPS.U4.WML6</p> <p>Choose and sketch a few objects to represent the big ideas of your topic. (pages 530-531)</p> <p>WPS.U5.WML1</p> <p>Think about your purpose. (pages 534-535)</p> <p>WPS.U5.WML2</p> <p>Think about your audience. (pages 536-537)</p> <p>WPS.U5.WML3</p> <p>Think about the kind of writing you want to do (pages 538-539)</p> <p>GEN.U6.WML1</p> <p>Notice the qualities of good informational books. Pages 204-205)</p>	
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		<p>GEN.U6.WML2</p> <p>Decide how to organize your book.</p> <p>(pages 206-207)</p> <p>GEN.U6.WML3</p> <p>Write a strong introduction.</p> <p>(pages 208-209)</p> <p>GEN.U6.WML4</p> <p>Support your ideas with examples.</p> <p>(pages 210-211)</p> <p>GEN.U6.WML5</p> <p>Make your nonfiction writing interesting and informative.</p> <p>(pages 212-213)</p> <p>GEN.U6.WML6</p> <p>Write a strong conclusion.</p> <p>(pages 214-215)</p>	
<p>Expanding Nonfiction Writing</p> <p>3 days</p>	<ul style="list-style-type: none"> • Use descriptive details to create a picture for the reader. • Compare and contrast one thing with another to 	<p>CFT.UWML1</p> <p>Use description to give the reader a picture.</p> <p>(pages 394-395)</p> <ul style="list-style-type: none"> • Show the cover 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Using descriptive details in their nonfiction writing. • How their topics are similar to or different from something else.

	<p>provide more information to the reader.</p> <ul style="list-style-type: none"> • Use details from personal experience to explain more about a topic. 	<p>of <i>An Egg is Quiet</i> IRA and read the title and page 11.</p> <ul style="list-style-type: none"> • Ask several students to share their sketches, talk about how they knew what to draw, and tell what the writer described. • Repeat this process with page 12 and the first paragraph on page 10. • Guide students to think about using descriptive details that create a picture in their own writing. <p>CFT.U11.WML2</p> <p>Tell how two things are the same or different.</p> <p>(pages 396-397)</p> <ul style="list-style-type: none"> • Show the cover of <i>Oil Spill!</i> IRA and read the title and a short excerpt from page 18. • Highlight the words in the excerpt that show comparison. • Repeat this process with other texts, such as page 6 of <i>Crows Aren't Creepy</i> SR and page 5 of <i>A Rock Is Lively</i> IRA. • Use your own 	<ul style="list-style-type: none"> • An experience from their lives to explain a topic they are writing about. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Reminding students that they can use description in their own books to help readers picture a topic. • Reminding students to think about using comparison and contrast. • Reminding students to think about including experiences from their lives that explain their lives.
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		<p>piece of your own writing to demonstrate how an author might show more by telling how things are different.</p> <p>CFT.U11.WML3</p> <p>Tell about an experience from your life to teach more about a topic.</p> <p>(pages 398-399)</p> <ul style="list-style-type: none"> • Display a student’s writing sample on chart paper. • Ask students to notice how the student provided information about the topic. • Demonstrate adding information to your own nonfiction writing by telling about an experience from your life that explains an idea. • Ask a student to highlight a part that tells your personal experience. 	
<p>Crafting an Ending</p> <p>4 days</p>	<ul style="list-style-type: none"> • Understand that writers can end their writing with advice. • Understand that writers can end their writing 	<p>CFT.U6. WML1</p> <p>End your writing with advice.</p> <p>(pages 348-349)</p>	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Ending a piece of writing with advice. • Ending a piece of writing with a feeling.

	<p>with a feeling.</p> <ul style="list-style-type: none"> • Understand that writers can end their writing with a call to action. • Understand that writers can end their writing with a question. 	<ul style="list-style-type: none"> • Read a sample of student writing. • Guide the conversation to help students to recognize that the writing ends with advice to the reader. • Introduce an idea that students in your class will find relevant. • Being a two-column chart that can be used throughout this umbrella entitled Writing Strong Endings. Write the principle on the left column and the example in the right column. <p>CFT.U6.WML2</p> <p>End your writing with a feeling.</p> <p>(pages 350-351)</p> <ul style="list-style-type: none"> • Revisit the last two pages of <i>The Sunsets of Miss Olivia Wiggins</i> IRA. • Help students recognize that the story ends with a feeling. • Repeat with <i>The Quilt Story</i> IRA pointing out that a feeling can be an emotion that shared by the writer or by a character. 	<ul style="list-style-type: none"> • Ending their writing with a call to action. • Ending their writing with question. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Thinking about ending a longer piece of writing with advice. • Having students ending their writing with a feeling. • Having students think about ending their writing with a call to action. • Having students think about ending their writing with a question.
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CFT.U6.WML3

End your writing with a call to action.

(pages 352-353)

- Revisit the last two pages of *Energy Island* IRA.
- Tell the students the words need to show that the writer is asking the readers to do something.
- Introduce an idea that students will find relevant and model the process of thinking about some ways the writing could end with a call to action.

CFT.U6. WML4

End your writing with a question.

(pages 354-355)

- Revisit the ending in *What's So Bad About Gasoline?* IRA
- Ask the students what they notice about the way the writer decided to end the book.
- Repeat with *Our Seasons* IRA.
- On the Writing Strong Endings chart from WML3, write the principle on the

		left column and the example in the right column.	
Revising to Focus and Organize Writing 1 day	<ul style="list-style-type: none"> Identify the important ideas and messages and take out information that does not add to them. 	WPS.U8.WML1 Take out information that does not add to the important ideas or messages. (pages 564-565) <ul style="list-style-type: none"> Show the cover of <i>My Rotten Redheaded Older Brother</i> IRA and read the title. Ask students what the important idea or message of the story is. Read pages 4-6 of the story. Tell the students that all the information here adds to the most important idea or message. 	Throughout these lessons, students turn and talk about: <ul style="list-style-type: none"> Taking out information. Opportunities for summarizing these lessons might include: <ul style="list-style-type: none"> Reminding students to take out information that does not add to the important ideas or message.
Publishing and Self-Assessing Your Writing 1-4 days	<ul style="list-style-type: none"> Select a piece to publish for an audience. Determine the form for publishing writing and preparing writing for publication. Use a self-assessment tool to reflect on areas of strength and determine goals for writing. 	Invite students to periodically publish their work and to self-assess it using rubrics. Revisit lesson in WPS.U11 that you think would help your students do this work. WPS.U11.WML1 Choose a piece you want to publish. (pages 596-597)	Revisit minilessons listed in Instructional Activities for Benchmarks/ Assessments/Resources.

<p>Experimenting with Writing in New Ways</p> <p>1 day</p>	<ul style="list-style-type: none"> • Select a piece of writing and reflect on how the piece shows growth. • Use personification to write from a different perspective. 	<p>WPS.U11.WML2</p> <p>Publish your writing</p> <p>(pages 598-599)</p> <p>WPS.U11.WML3</p> <p>Use a self-assessment rubric</p> <p>(pages 600-601)</p> <p>WPS.U11.WML4</p> <p>Select a piece of writing that shows your growth as a writer.</p> <p>(pages 602-603)</p> <p>GEN. U15.WML2</p> <p>Write with a different set of eyes.</p> <p>(pages 298-299)</p> <ul style="list-style-type: none"> • Show the cover of <i>Sophie's Masterpiece</i> IRA and read the tile. • Use shared writing to write, on chart paper, at least a few 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Their ideas for using
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		<p>sentences from the perspective of a spider.</p> <ul style="list-style-type: none"> • Point out the use of the pronoun I because the writing is from the point of view of the spider. • Guide students' thinking with questions about the spider. 	<p>personification</p> <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Encouraging students to try writing with a different set of eyes.
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ELA.RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
ELA.W.AW.3.1	Write opinion texts to present an idea with reasons and information.
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.IW.3.2.A	Introduce a topic clearly.
ELA.W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
ELA.W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
ELA.W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events.
ELA.W.NW.3.3.D	Use concrete words and phrases and sensory details to convey experiences and events.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Climate Change Activity

- W.AW.3.1. Write opinion texts to present an idea with reasons and information. 🌱

Climate Change Example: Students may use information from texts they have read to state their opinions on the most important environmental issue that affects their community, the state, the nation, or the world.

- Introduce an opinion clearly.
- Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.

- Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- Provide a conclusion related to the opinion presented.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8.D.2: Peer reviews are to be commented on mini papers through Google Document.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 5: Minilessons for the Study of Craft, Conventions, and Writing Process

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length: **Two months**
Status: **Published**

Summary of the Unit

For students to become engaged in the writing process, they have to care about their writing. Students should choose their writing, and choices come in many forms. Writers can choose the length of their writing, their topic, and their choice. They must keep their audience in mind when choosing a topic to write about. Writers make choices about where to place things on the page, how to punctuate the sentence, and whether to publish the writing. To develop authentic writers in the classroom, we need to provide time, space, and instruction to engage students in these decisions.

Enduring Understandings

- Successful writers choose the topic they want to write about
- Successful writers make decisions about topics and how to craft it
- Successful writers establish independent writing
- Successful writers write and publish worthy pieces of writing

Essential Questions

- How long will my writing be?
- How can I organize my story and illustrations?
- Where will I get my ideas from to create a piece of writing?
- What piece of writing will choose to publish?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal notes

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmark/ Assessment/Resources
<p>Experimenting with Writing in New Ways 1 day</p>	<ul style="list-style-type: none"> Write a retelling old tale (e.g., folktale, fable, fairy tale) 	<p>GEN. U15.WML3 Write a new version of an old tale. (pages 300-301)</p> <ul style="list-style-type: none"> Show the cover of <i>The Tortoise & The Hare</i> IRA and read the title. Ask students what happened in the story and what lesson the story taught. With students' input, use shared writing to write a brief retelling of the story on chart paper. 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> Their ideas for writing a new version of an old tale. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> Inviting students to write a new version of an old tale.
<p>Making Picture Books 1-4 days</p>	<ul style="list-style-type: none"> Notice and name characteristics of picture books. Make decisions about what text and illustrations to put on each page. Make decisions about how to communicate information and ideas in pictures and words. Make decisions about where to place the pictures and words on the page in picture books. 	<p>Encourage students to look through their writer's notebooks for ideas for making more picture books. You could also invite them to turn one of the tales they have written into a picture book.</p> <p>GEN.U12.WML1 Notice the qualities of picture books you love. (pages 266-267)</p> <p>GEN.U12.WML2 Plan what to put on each page. (pages 268-269)</p> <p>GEN.U12.WML3 Make decisions about what you will say with words and show with pictures. (pages 270-271)</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmarks/ Assessments/Resources.</p>

		<p>GEN.U12.WML4 Choose where to place the pictures and words. (pages 272-273)</p>	
<p>Exploring Designing Features and Text Layout 3 days</p>	<ul style="list-style-type: none"> • Understand that writers and illustrators can use a mix of materials or techniques to create art in books and increase readers' interest. • Understand that writers and illustrators can use scenes to show action and detail. • Understand that writers and illustrators make decisions about where and how the words are placed on the page. 	<p>CFT.U15.WML1 Make your illustrations interesting in a variety of ways. (pages 436-437)</p> <ul style="list-style-type: none"> • Show the cover of <i>Moon Bear</i> IRA and read the title. Show several pages. • Ask students what they notice about the illustrations in the book. • Show the cover of <i>Nothing But Trouble: The Story of Althea Gibson</i> IRA and show a few pages. • Ask the students how they think the illustrator made the illustrations. • Show the cover of <i>Ruby's Wish</i> IRA and read the title. • Ask students what they notice about the pages. <p>CFT.U15.WML2 Use scenes to action and details. (pages 438-439)</p> <ul style="list-style-type: none"> • Show the cover of <i>Last Day Blues</i> IRA and read the title. Read and show page 2 and then page 14. • Guide students to notice that the illustrations show what is meant by the words in the text. Write responses on 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Making a list of materials they might use to create their illustrations. • How they could use scenes in their books to show details or action. • Word placement <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Reminding students that they can use different art materials to create illustrations. • Reminding students that they can use scenes in their own books. • Reminding students that they can make decisions about the size, color, and placement of words in their own books.

		<p>chart paper.</p> <ul style="list-style-type: none"> Repeat this process with <i>My Rotten Redheaded Older Brother</i> IRA. <p>CFT.U15. WML3 Use the size, color, and placement of words in interesting ways (pages 440-441)</p> <ul style="list-style-type: none"> Show the cover of Ape IRA and read the title. Show some pages so that students can observe the print and illustrations. Ask students what they notice about the size of the words. Ask the students what they think the size of the words show you. Repeat this process with Shell, Beak, Tusk IRA. Show and read pages 6-7 	
<p>Adding Book and Print Features 2 days</p>	<ul style="list-style-type: none"> Write a dedication to someone or something that is important to you. Make endpapers that are related to the meaning of the text and increase readers' understanding and enjoyment. 	<p>WPS.U10.WML3 Dedicate your book to someone and thank the people who helped you. (pages 590-591)</p> <ul style="list-style-type: none"> Read aloud the author's dedication in <i>The Quilt Story</i> IRA. Tell students that the author dedicates the book to a person or a group of people as a way of showing appreciation. Read the dedication in <i>Our Seasons</i> IRA. Continue with Meadowlands and <i>What's So Bad</i> 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> Their own dedications. What they might put on the endpapers of their book. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> Reminding students that they can dedicate their book to someone and/or thank people who helped them. Reminding students that they

		<p><i>About Gasoline</i> IRA.</p> <ul style="list-style-type: none"> • Generalize students' responses about the author's dedications on chart paper. <p>WPS.U10.WML4 Make endpapers for your book. (pages 592—593)</p> <ul style="list-style-type: none"> • Show the cover of <i>A Seed Is Sleepy</i> IRA. Open to the endpapers, helping students to notice they are at the beginning and end of the book. • Ask the students what they notice about the beginning and final pages of this book. • Show the endpapers in <i>What's So Bad About Gasoline?</i> IRA. • Tell students that the endpapers show vehicles and the puffs of smoke they create. • Continue in this manner with a fiction story, <i>The Quilt Story</i> IRA. 	<p>can make endpapers for their book.</p>
<p>Thinking About Purpose, Audience, and Genre/Forms</p>	<ul style="list-style-type: none"> • Understand that writers think about why they 	<p>Students can use all of their experiences with writing in a variety of</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmarks/</p>

<p>3 days</p>	<p>are writing and how they want their writing to affect their audience.</p> <ul style="list-style-type: none"> • Understand that writers think about their intended audience to further define their purpose. • Choose the genre or form of writing based on purpose and audience. 	<p>genres over the course of the year to choose a genre that fits their purpose and audience. If you are using The Reading Minilesson, Grade 3, and following the sequence, you may want to invite them to write their own fantasy books after studying fantasy in LA. U20. Revisit any craft, conventions, or writing process lessons that would benefit your students based on the types of writing they are doing.</p> <p>WPS.U5.WML1 Think about your purpose. (pages 534-535)</p> <p>WPS.U5.WML2 Think about your audience. (pages 536-537)</p> <p>WPS.U5.WML3 Think about the kind of writing you want to do. (pages 538-539)</p>	<p>Assessments/Resources.</p>
<p>Writer’s Notebook: Getting Inspiration from Writers and Artists. 1-5 days</p>	<ul style="list-style-type: none"> • Collect memorable words and phrases from authors to inspire writing. • Collect poems in a writer’s notebook to inspire writing ideas. • Collect writing ideas from books and list them in a writer’s notebook. • Understand that writers can use 	<p>Revisit lessons from the writer’s notebook to reinvigorate writing in your classroom. These lessons will help students gather ideas they can use as they embark on writing more poetry.</p> <p>WPS.U3.WML1 Collect memorable words and phrases from authors you love. (pages 508-509)</p> <p>WPS.U3.WML2 Use poems to inspire</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmarks/ Assessments/Resources.</p>

	<p>song lyrics to inspire writing ideas.</p> <ul style="list-style-type: none"> • Understand that writers can use works of art to inspire writing ideas. 	<p>writing ideas. (pages 510-511)</p> <p>WPS.U3.WML3 Use books or parts of books to inspire writing ideas. (pages 512-513)</p> <p>WPS.U4.WML4 Use song lyrics to inspire writing ideas. (pages 514-515)</p> <p>WPS.U3.WML5 Use art to inspire writing ideas. (pages 516-517)</p>	
<p>Writing Different Kinds of Poems 2 days</p>	<ul style="list-style-type: none"> • Understand that poems can be songlike and have rhythm and sometimes rhyme. • Notice that a poem can be written in a way that is intended for speakers. 	<p>GEN.U11.WML3 Write a lyrical poem. (pages 260-261)</p> <ul style="list-style-type: none"> • Show poems on pages 9-11 in <i>The Rain Forest Rainbow</i> IRA. • Use rhythm as you read so students can hear the songlike quality of the poems. • Engage students in a conversation about the way the poems sound like songs. • Tell students that the rhythm and rhyme make them seem as if they could be set to music. • Repeat with another example such as pages 14-16 in <i>Mixed Up Monsters and Confused Critters</i> IRA. • Choose a familiar topic and use shared writing to 	<p>Throughout these lessons, students turn and talk about:</p> <ul style="list-style-type: none"> • Ideas for writing a poem that sounds like a poem. • Writing poems for two voices. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Having students try writing a lyrical poem in their writer’s notebook. • Having students write a poem for two voices in their writer’s notebook.

write a song or lyrical poem.

- As students share ideas, model how to begin a song or lyrical poem by choosing descriptive words and then writing them in a rhythmic way.
- Clap the beats in a line to help with the rhythm of the words.

GEN.U11.WML4

Write a poem for two voices.

(pages 262-263)

- Show and read the author's note on the tile page of *Made for Mars SR*.
- Guide a conversation to talk about how the placement of the print helps the readers know whose turn it is to read, in what order to read the words, and when the word should be read separately and when together.
- Choose a topic that is relevant to your students.
- Guide students to write a poem for two voices. And how to place the words on the page.
- Model writing for a few lines and then use shared writing to complete the poem.

Topic Selection/Time Frame	General Objectives	Instructional Activities	Benchmark/Assessment/Resources
<p>Writing Poetry 1 – 4 Days</p>	<ul style="list-style-type: none"> • Notice and understand the characteristics of poetry and try writing a poem. • Use only the strongest words when writing poems. • Use repeating words or phrases to make poems more interesting. • Notice and understand how to create sensory images and feelings in poetry. 	<p>Revisit any of the poetry minilessons you have taught previously to help students refine and grow their understanding of how to write meaningful and well-crafted poetry.</p> <p>GEN.U10.WML1 Poems look and sound different from other kinds of writing. (pages 246 – 247)</p> <p>GEN.U10.WML2 Remove words to make your poem more powerful. (pages 248 – 249)</p> <p>GEN.U10.WML3 Use repeating words or phrases to make your writing interesting. (pages 250 – 251)</p> <p>GEN.U10.WML4 Use metaphors and similes to describe something. (pages 252 – 253)</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>
<p>Writer’s Notebook: Getting Ideas from Your Life 8 Days</p>	<ul style="list-style-type: none"> • Use a writer’s notebook to record important pieces of one’s identity in a heart map to inspire writing 	<p>Revisit minilessons in WPS.U2 for students to continue to build their writer’s notebook and to prepare them to continue writing</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>

ideas.

- Create maps of special places to generate ideas for writing.
- Understand that making a web in a writer's notebook can inspire writing.
- use a writer's notebook to sketch and think about places to inspire writing.
- Use a writer's notebook to sketch and think about people to inspire writing.
- use a writer's notebook to make a list of memories in order to inspire writing.
- Use a writer's notebook to collect artifacts to inspire writing ideas.
- Use a writer's notebook to observe and sketch the world to inspire writing.

during the summer by noticing topics in their daily lives. WML8 might be particularly useful in preparing students for writing photo essays.

**WPS.U2.WML1
Make a heart map to discover what is important in your life.
(pages 490 – 491)**

**WPS.U2.WML2
Use maps to get ideas.
(pages 492 – 493)**

**WPS.U2.WML3
Make webs to get ideas from your memories and experiences.
(pages 494 – 495)**

**WPS.U2.WML4
Think about special places to get ideas.
(pages 496 – 497)**

**WPS.U2.WML5
Think about people to get ideas.
(pages 498 – 499)**

**WPS.U2.WML6
Use lists to gather ideas from your life.
(pages 500 – 501)**

**WPS.U2.WML7
Collect artifacts in your writer's notebooks.
(pages 502 – 503)**

**WPS.U2.WML8
Observe the world around you to get ideas for your writing.
(pages 504 – 505)**

<p>Making Photo Essays 4 Days</p>	<ul style="list-style-type: none"> • Understand the characteristics of photo essays and think about topics. • Make decisions about what photos to include, how to order them, and what and where to place them on the page. • Add written or oral text to go along with each photo. • Understand that a photo essay usually has an introduction and/or conclusion. 	<p>GEN.U14.WML1 – Notice the qualities of photo essays. (Pages 286 – 287)</p> <ul style="list-style-type: none"> • Engage students in a conversation about the characteristics of photo essays. • Display the covers of several photo essay texts; <i>IRA Down Under</i>, <i>Magnolia</i>, <i>Meet the Dogs of Bedlam Farm</i>, and <i>It’s Our Garden</i>. • Ask students to share their observations, as students suggest a quality, write it on chart paper. <p>GEN.U14.WML2 – Choose photos to include and decide how to order and place them on the pages. (Pages 288 – 289)</p> <ul style="list-style-type: none"> • Students should have a photo essay topic selected. • Show the cover and revisit <i>IRA It’s Our Garden</i>. • Discuss what the author thought about 	<p>Throughout these lessons, students might turn and talk about the following bullet points. Use what the students shared during a turn and talk as a formative assessment.</p> <ul style="list-style-type: none"> • Topic ideas for photo essays. • Planning a photo essay. • The content and form of the text that accompanies photos in a photo essay. • using an introduction and/or conclusion in their photo essay. <p>Opportunities for summarizing these lessons might include:</p> <ul style="list-style-type: none"> • Having students gather ideas for photo essays. • Having students plan their photo essays. • Have students plan the words they will use in their photo essays. • Have students write or record introductions or conclusions.

before he wrote the book.

- Prompt conversation to help students think about the author's choices.
- Repeat with *IRA Meet the Dogs of Bedlam Farm*

GEN.U14.WML3 – Add text that explains the photos. (Pages 290 – 291)

- Make sure students have found photos they will use for their photo lesson.
- Show pages 2 -3 in *IRA Down Under*. As you read point to each corresponding photo.
- Engage students in conversation about the type of text and the content ensuring that the words complement the photos.
- Repeat with *IRA Dogs of Bedlam Farm*.

GEN.U14.WML4 – Provide an introduction or conclusion to explain the photo essay. (Pages 292 – 293)

- Share mentor texts so

		<p>students can write an introduction or conclusion for their essays.</p> <ul style="list-style-type: none"> • Show and read the introduction of IRA <i>Mongolia</i>. • Discuss the introduction with the students. • Talk about the type of information that is provided. • Add responses to the chart. • Show and read the conclusion. • Repeat with IRA <i>It's Our Garden</i>. 	
<p>Adding Information to Your Writing 1-5 Days</p>	<ul style="list-style-type: none"> • Learn to use a variety of tools for adding information to a piece of writing. • Learn to revise writing by adding adjectives, adverbs, or descriptive phrases. • Understand that authors add details to slow down the action in their stories to make the moment last. • Add examples or evidence to support ideas and help the reader understand the topic. 	<p>Choose any of the revision lessons as needed to help students continue to make changes to their writing.</p> <p>WPS.U7.WML1 Use different tools to add to your writing. (pages 552 – 553)</p> <p>WPS.U7.WML2 Add describing words or phrases to help the reader picture the idea. (pages 554 – 555)</p> <p>WPS.U7.WML3 Add details to slow down the exciting or important part of the story. (pages 556 – 557)</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>

	<ul style="list-style-type: none"> Understand that writers use connecting words [e.g., <i>although, however, therefore, though, unless, whenever</i>] to add information to improve their writing. 	<p>WPS.U7.WML4 Add information to support your ideas and help the reader understand your topic. (pages 558 – 559)</p> <p>WPS.U7.WML5 Use connecting words to add more information to your writing. (pages 560 – 561)</p>	
<p>Expanding Nonfiction Writing 1 -3 Days</p>	<ul style="list-style-type: none"> Use descriptive details to create a picture for the reader. Compare and contrast one thing with another to provide more information to the reader. use details from personal experiences to explain more about a topic. 	<p>Revisit any of the lessons in CFT.U11 that you will think will help your students expand the writing in their photo essays or in whatever they are working on.</p> <p>CFT.U11.WML1 Use the description to give the reader a picture. (pages 394 – 395)</p> <p>CFT.U11.WML2 Tell how two things are the same or different. (pages 396 – 397)</p> <p>CFT.U11.WML3 Tell about an experience from your life to teach more about a topic. (pages 398 – 399)</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>
<p>Editing and Proofreading Writing 1 -4 Days</p>	<ul style="list-style-type: none"> Proofread and edit writing to make sure sentences make sense. Reread writing to check or correct 	<p>It is helpful at the end of the year to remind students to proofread their writing to make it the best it can be.</p> <p>WPS.U9.WML1</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>

	<p>letter formation, proportion, and orientation so the readers can understand the message.</p> <ul style="list-style-type: none"> • Reread writing to check or correct spelling so the readers can understand the message. • Use reading aloud as a tool for editing punctuation and capitalization. 	<p>Make sure your writing makes sense. (pages 576 – 577)</p> <p>WPS.U9.WML2 Make sure you make your letters easy to read. (pages 578 – 579)</p> <p>WPS.U9.WML3 Make sure you write the words you know correctly. (pages 580 – 581)</p> <p>WPS.U9.WML4 Check your punctuation and capitalization. (pages 582 – 583)</p>	
<p>Reading Like a Writer and Illustrator, WML1-WML-2 2 Days</p>	<ul style="list-style-type: none"> • Study familiar books and notice crafting decisions writers make. • Study illustrations from familiar books and notice the craft decisions that illustrators make. 	<p>Revisit CFT.U1, perhaps using texts by illustrator Jerry Pinkney. After the work they have done all year, students will be able to notice more about the decisions authors and illustrators make when they craft a book. Invite them to try out any of their observations in their writer’s notebooks or on writing projects they are engaged in.</p> <p>CFT.U1.WML1 Notice the decisions writers make. (pages 306 – 307)</p> <p>CFT.U1.WML2 Notice the decisions illustrators make. (pages 308 – 309)</p>	<p>Revisit minilessons listed in Instructional Activities for Benchmark/Assessment/Resources</p>
<p>Publishing and Self-Assessing</p>	<ul style="list-style-type: none"> • Select a piece to publish for an 	<p>Have your students publish, self-assess,</p>	<p>Revisit minilessons listed in Instructional Activities for</p>

<p>Your Writing 1 – 4 Days</p>	<p>audience.</p> <ul style="list-style-type: none"> • Determine the form for publishing writing and preparing writing for publication. • Use a self-assessment tool to reflect on areas of strength and determine goals for writing. • Select a piece of writing and reflect on how the piece shows growth. 	<p>and celebrate their writing. A special way to end the year is with a writing celebration in which students can share how they have grown as writers.</p> <p>WPS.U11.WML1 Choose a piece you want to publish. (pages 596 – 597)</p> <p>WPS.U11.WML2 Publish your writing. (pages 598 – 599)</p> <p>WPS.U11.WML3 Use a self-assessment rubric. (pages 600 - 601)</p> <p>WPS.U11.WML4 Select a piece of writing that shows your growth as a writer. (pages 602 – 603)</p>	<p>Benchmark/Assessment/Resources</p>
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ELA.L.WF.3.3.I	Organize ideas into paragraphs with main ideas and supporting details.
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
ELA.RL.MF.3.6	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.RL.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

ELA.W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Resources

- F&P Writing Minilessons Book, Grade 3
- Online resources available on the F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met
- Alter assignment lengths if necessary
- Provide additional examples of annotation and signposts
- Allow additional time when in full class for processing and discussion
- Students should be provided with graphic organizers during annotations and discussions
- Check for understanding by conferencing with the teacher
- Students may choose a partner or the teacher may choose a partner to work with that the student is comfortable with
- Repeat and clarify any directions given
- Allow for preferential seating within groups and the whole class
- Modify the amount of vocabulary words used

English Language Learners-

- Provide picture cards with relevant vocabulary
- Point to pictures often while reading
- Reduce the number of vocabulary words used
- Check for understanding often, repeat and clarify directions
- Provide I chart for centers
- Let students read books to themselves before reading a story to study pictures

Gifted Students-

- Create a new story with the same characters during Daily 3 time
- Research projects on topics of IRA
- Leadership roles in Daily 3 Centers
- Above grade level texts available for Independent Daily Reading

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- 8.2.8.D.2: Peer reviews are to be commented on mini papers through Google Documents.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.